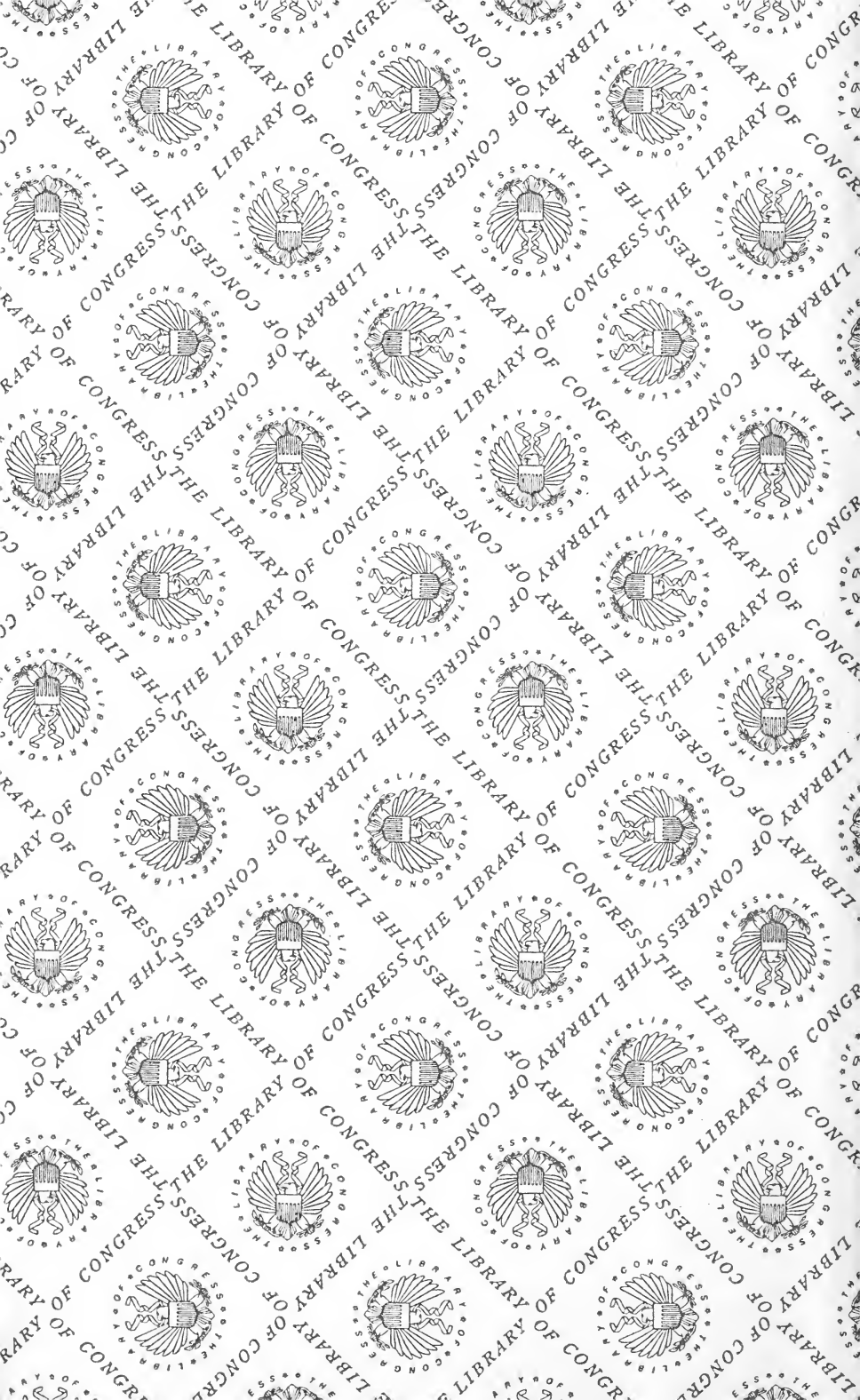
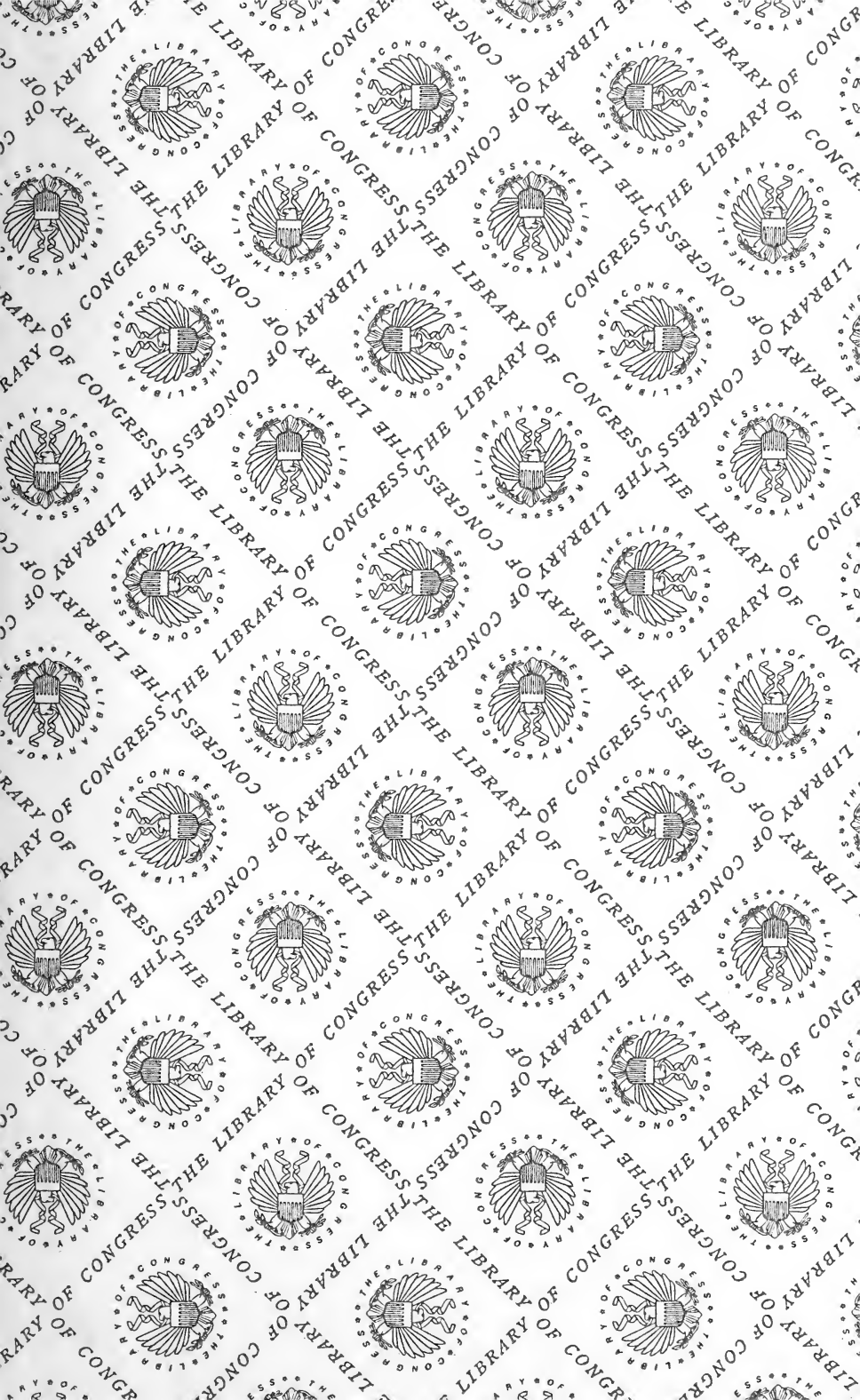


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PROCEEDINGS

St. John's College
Commencement
and
One Hundred and Twenty-fifth
Anniversary



ANNAPOLIS
PRINTED FOR THE COLLEGE
NOVEMBER, 1909

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Historical

St. John's College, at Annapolis, the alma mater of so many of Maryland's most noted and honored sons, is charmingly situated on the banks of the Severn River, a few miles from the Chesapeake Bay. Nothing in the country surpasses the picturesque beauty of its situation.

It reaches back in the continuity of its records to the earliest colonial times. The first effort to establish a college in Maryland was made by the General Assembly, convened in the City of St. Mary's in the year 1671. An Act was then passed by the Upper House of Assembly, for "founding and erecting a school or college for the education of youth in learning and virtue."

This Act was returned by the Lower House with certain amendments providing for the differences in religious views existing at that time among the people, which amendments were not acceptable to the Upper House, and there the Bill rested.

In 1694, the then Governor, Sir Francis Nicholson, sent a message to the Legislature proposing "that a way may be found for the building of a free school for the province," and offering to give money for its maintenance. The plan was approved, and the General Assembly offered subscriptions of tobacco. No further action was taken at this time, but in 1696 an Act was passed which resulted in the establishment of King William's School. This Act recites that the school was established for "the propagation of the gospel and education of youth in good letters and manners." It was addressed to "His most excellent Majesty, etc., Dread Sovereign William III of England." This law further enacted that "the most Reverend Father in God, Thomas, by Divine Providence, Lord Archbishop of Canterbury, Primate and Metropolitan of all England, may be Chancellor of said school, and that to perpetuate the memory of your Majesty, it may be called King William's School."

The Reverend Dr. Bray, who had been appointed Commissary of Maryland by the Bishop of London, and who is said to have been the originator of the Society for the Propagation of the Gospel, was mainly instrumental in obtaining this said Act.

King William's School was thus established. Governor Nicholson gave to the school a lot in the town of Annapolis, with the house thereon, and the Legislature appropriated money to it, but the school-house was not finished until 1701. It was of brick, and stood on the south side of the State House.

In 1784 the charter of St. John's College was granted, two years after a like charter had been given for the establishment of Washington College at Chestertown, on the Eastern Shore.

It was intended by the terms of the charter that the two colleges thus founded should constitute one university under the name of the University of Maryland.

By Act, 1785, the property and funds and students of King William's School were conveyed to St. John's College.

Among the chattels passed to the college were a number of "quaint and curious volumes" brought over by the Rev. Dr. Bray from England, and which still remain in the library of St. John's.

On November 11, 1789, the college was formally opened, and the dedication was performed with much solemnity, all the public bodies being in attendance, and forming a long procession from State House to College Hall. The first president of the College was the Rev. J. McDowell, LL. D.

Among the students of that early period are to be found the names of George Washington Parke Custis, and Fairfax and Lawrence Washington, nephews of George Washington; also, of Francis Scott Key, who entered St. John's November 11, 1789, and graduated in 1796.

On Friday morning, March 25, 1791, President Washington, attended by the Governor of Maryland and a number of citizens, visited St. John's College, and expressed much satisfaction at the appearance of this rising institution.

In 1807 Rev. Dr. Bethel Judd was chosen principal, and the work, though grievously hampered by the action of the Legislature, was partially continued, and in January, 1812, \$1,000 of the annuity, which had been withdrawn by the Legislature in January, 1806, was restored. A lottery granted in 1821 added \$20,000 to the funds, and enabled the College to extend its work. Rev. Henry Lyon Davis served as principal from 1820 to 1824, and the Rev. Dr. William Rafferty from 1824 to 1831. In 1831 Rev. Dr. Hector Humphreys was appointed principal, and by his persevering efforts and personal influence with the members of the Legislature, a sum of \$3,000 was added to the annuity, provided the Board of Visitors and Governors should agree to accept it "in full satisfaction of all legal or equitable claims, that they might have or be supposed to have against the State."

Dr. Humphreys was succeeded by Rev. C. K. Nelson. He guided the College successfully till 1861, when the College buildings were utilized as a military hospital by the United States Army until the close of the war.

After the war the College buildings were put in thorough repair, and Dr. Henry Barnard, of Connecticut, late Commissioner of Education, was elected principal, and the College was reopened in September, 1866. On his resignation, the following summer, Dr. James C. Welling, afterwards president of Columbian University, Washington, D. C., was chosen principal, and the College opened in the autumn with 115 students. Before the close of the next session, the Board of Visitors and Governors, in recognition of an increased annuity, passed an ordinance establishing 150 State scholarships, each scholarship entitling the holder to exemption

from the payment of room rent and tuition fees in any department of the College, and the number of students in attendance increased to 225. Dr. Welling resigned at the close of the session 1869-70, and Dr. James M. Garnett, afterwards professor of English at the University of Virginia, was appointed in his stead. Under his administration, in 1871, the first class since 1860 was graduated, and continuously thereafter, classes have been duly graduated each year. In 1880 Dr. James M. Garnett, with other members of the faculty, tendered their resignations, which were accepted by the Board of Visitors, and the Rev. Dr. J. M. Leavitt was invited to undertake the administrative duties of the College.

In the summer of 1884 Dr. Leavitt resigned, and went abroad for his health, and Prof. William H. Hopkins, subsequently appointed President of the Woman's College, Baltimore, Md., was installed as acting principal. He maintained control during the sessions of 1884-85 and 1885-86, but in spite of strenuous efforts on his part to ameliorate the condition of things, no appreciable progress was made. Under his direction and personal efforts the detail of an officer from the United States Army, and also of an Engineer from the United States Navy, were obtained, in accordance with the provisions of certain Acts of Congress, with the conditions of which St. John's was able to comply.

He resigned in the summer of 1886, to accept the position offered to him by the trustees of the Woman's College, Baltimore, Md., and Dr. Thomas Fell was called to occupy the presidential chair.

On the 26th of June, 1889, the College celebrated the One Hundredth Anniversary of its existence under the title of St. John's College. Many of the old students returned for the occasion, and friends who had not met for years exchanged the heartiest greetings. Owing to the large assemblage of visitors a tent was erected on the campus, in the shade of the famous old poplar tree, where the literary features of the program were carried out.

Toward the close of 1891 the Board of Visitors authorized President Fell to initiate a movement for the formation of an endowment fund. In pursuance of this object he has met with much success, and as one of the results of his efforts in this direction, has paid off a mortgage debt of \$30,000, incurred by reinstating and equipping the College after the Civil War.

In 1901, a new scientific building was erected and dedicated to the memory of Henry Williams Woodward, the father of James T. Woodward, President of the Hanover Bank, New York. And in 1904 a dining-hall and a new dormitory for students was added to the group of buildings.

In 1905, Mr. Andrew Carnegie made a donation for the erection of a new building on the campus, which has not yet been built.

In January, 1907, an affiliation was formed with the University of Maryland, making St. John's College the Department of Arts and Sciences of the University. The combined schools are directed by a

Council of eight (two from St. John's College, two from the Law School, two from the Medical School, and one each from the Schools of Dentistry and Pharmacy), of which the Governor of Maryland is, ex-officio, the Chairman, with the title of Chancellor, the Honorable Bernard Carter the Pro-Chancellor and Dr. Thomas Fell, President of St. John's College, the Vice-Chancellor.

By this affiliation, a year of the time required to take the academic course and the professional course in any of the schools may be saved.

In 1908 a large new Gymnasium was erected, covering a ground space of 158 feet by 97 feet. The main gymnasium room is surrounded by a gallery containing a running track, and there are bowling alleys, a rifle range, reading room, trophy room, as well as the various other separate apartments for offices, etc., required in such a building. Adjoining, is a swimming pool, with a large shower bath and lavatory attached; also a large spare room.

In 1909 a severe misfortune befell the College in the burning of McDowell Hall, the most valuable of all the buildings, both in traditional association and in intrinsic worth. This building was begun in 1744 as a residence for a Colonial Governor, and was presented by the State for educational purposes in 1784.

One Hundred and Twenty-fifth Anniversary

At a meeting of the Board of Visitors and Governors held on the sixth of January, 1909, it was resolved that the Celebration of the One Hundredth and Twenty-Fifth Anniversary of the College should be duly observed during Commencement Week, and, in order to facilitate the preparation of the necessary arrangements, a Committee consisting of Messrs. James A. Fechtig, L. Dorsey Gassaway and Louis T. Clark was appointed.

Under the auspices of the above Committee, other committees of alumni were added, to co-operate in making the Celebration a success. Meetings were held from time to time in Baltimore, at which plans were discussed and a general programme finally decided upon.

GENERAL COMMITTEES

THE BOARD OF VISITORS

JAMES A. FECHTIG, JR., '95 (Chairman)

L. DORSEY GASSAWAY, '81

LOUIS T. CLARK, '92

RECEPTION

B. VERNON CECIL, '90

JOHN L. CHEW, 87

JAMES M. MUNROE, 74

HON. ROBERT MOSS

RIDGELY P. MELVIN, '99

ALUMNI

HENRY D. HARLAN, 78

W. THOMAS KEMP, '97 (Sec'y)

JOHN T. HARRISON, '07

SPEAKERS

PHILEMON H. TUCK, '72

WALTER I. DAWKINS, '80

L. B. KEENE CLAGGETT, '95

INVITATIONS

DANIEL R. RANDALL, '83

FRANK H. STOCKETT

A. W. WOODCOCK, '03

OUTDOOR

E. B. IGLEHART, '94

NICHOLAS H. GREEN, '89

RICHARD H. DUVALL

EVELYN HARRISON, '06

Proceedings

The first movement toward the Celebration was the transfer of the student battalion to the encampment, which was placed in the Athletic Field, thus making room in the buildings for the reception of alumni and other visitors.

FRIDAY, JUNE 11

In the evening, the Annual Oratorical Contest of the Junior Class took place in the New Gymnasium. The following was the programme:

1. "THE CONFESSIONAL" *Anon.*
Charles A. Mullikin, Trappe, Md.
2. "THE RACE PROBLEM" *Grady*
Webster S. Blades, Choptank, Md.
3. "WILLIAM MCKINLEY" *Hay*
Thomas B. Mudd, LaPlata, Md.
4. "VINDICATION" *Emmett*
Leonard Kolmer, Lonaconing, Md.
5. "THE NEW SOUTH" *Grady*
Edgar Hauver, Myersville, Md.

Judges—Professors C. W. Stryker, A. W. Woodecock, E. H. Sirich.

The contest was won by Mr. W. S. Blades, to whom was awarded the gold medal offered by President Fell.

SATURDAY, JUNE 12

The first social event of the Celebration was the dance given by the Philomathean and Philokalian Societies jointly. The guests were received by Lieutenant and Mrs. E. B. Iglehart, and the music was furnished by a string orchestra of the Naval Academy Band.

SUNDAY, JUNE 13

The Faculty of the College, the Graduating Class, and the whole body of students assembled at Woodward Hall and marched from there in a body to St. Anne's Church, where they were joined by several members of the Board of Visitors and Governors.

The order of the service was as follows:

Processional Hymn, 311—"Ancient of Days."

Morning Prayer.

Introit, Hymn 493.

Ante Communion.

Hymn before Sermon, 249.

Sermon by Rev. Ernest M. Stires, D. D., Rector of St. Thomas's Church, New York City.

Anthem—"Love Divine All Love Excelling."

Processional Hymn, 510.

Order of Procession: Choristers, Graduating Class of St. John's College, Faculty of St. John's College, Visiting Clergy, Clergy of St. Anne's Parish, Rector of St. Anne's Parish and the President of St. John's College.

SERMON BY DR. E. M. STIRES

First Corinthians xiv, 8: "For if the trumpet give an uncertain sound, who shall prepare himself to the battle."

Dr. Stires said in part:

It is a privilege to be here, and to have been invited to preach the baccalaureate sermon to the graduates of such an old, historic College as St. John's, one that has sent forth great men, who have served their country faithfully, and have been an inspiration to those who have come after. Such an inspiration also is the keeping of this One Hundred and Twenty-Fifth Anniversary, bringing to mind the deeds of those who have gone before, and the call to those who are now making the record of the future.

There is need today of the revival of those *principles* that have made our country great. As the historic tree of St. John's Campus has been strengthened and saved for this generation and for those to come, so, it is possible to save from the ravages of materialism and radicalism those principles that have done this great work in the past. St. Paul was a man of wisdom, and it is not strange that we should have militant words from his lips. The trumpet call is, in itself, a sentence. Life is a *battle*, but it does not mean that happiness and joy are not to be found in life.

If the trumpet give uncertain sounds it may be for various reasons: perhaps the trumpeter did not hear the officer's commands, perhaps he feared or had doubts, or, perhaps his heart was not in his work.

The cry of the world is for leadership, for manhood. Young men of today lack enthusiasm, but there are not a great many men who are sinning deliberately against the right, and the saddest tragedy in human life is when a man believes in God and yet sins against him, against his fellow men and against himself, who does not by word or deed help others to conform to the Word of God. To such we cannot but realize that the trumpet gives an uncertain sound. A military man must have the knowledge that it was his officer who gave the command. That is

the power behind the command. The world is full of people with opinions, but it wants men of conviction. The greatest need of our life is the conviction of the love of God. This command we hear from God himself and we should obey it certainly and enthusiastically. God is filled with unfathomable mystery; every thing that God has touched partakes of this mystery. There cannot be those principles which have made our country great and have kept it great without the belief in the principles of God. If you are going to study Christianity, take years to do it, and go deeply into it and you will come back to where you started. Whether it is behind the gun, or behind the sword, the *man* is the power.

Have respect for your faith, for yourselves, for your manhood. Be men of faith, men of action, men of enthusiasm. Enthusiasts are men who have let God take possession of them. Persevere, do not quit, fight life's battles like men. The world needs manhood today. Put your heart's blood into your work. Be men of enthusiasm, not spasmodic. You are going out into the world to be tried, and temptations will overtake you, but, a defeated soldier is not necessarily a disloyal soldier. Go at it again. The colors stand for principles, and men try to keep themselves clean to be worthy of the colors. God can bring beautiful music out of our lives, if we are willing the Master Musician should play upon His own instrument.

I beg of you to receive your diplomas not as a reward for some distinction or past effort, but as a commission for active service. Receive them as men of God, ready to live up to the high standard of right living, ready to battle in the grandest and noblest of struggles, and may God give you strength and courage for the warfare here and the victory hereafter.

SERMON BEFORE THE COLLEGE Y. M. C. A.

BY REV. J. MORGAN READ, D. D.

In the evening at 8 o'clock a large congregation gathered in the Second Methodist Episcopal Church for the College Service under the auspices of the College Young Men's Christian Association.

The sermon on the occasion was by the Rev. J. Morgan Read, D. D., President of Pennington Seminary. He made a few prefatory remarks prior to his sermon, in which he said he had always felt proud of St. John's, where he had been a student, and that he was one of the three men called upon by Dr. Hopkins, the then President, to found the College Y. M. C. A. He took for his text, Acts xiii, 36: "For David, after he had served his own generation by the will of God, fell on sleep and was laid unto his fathers, and saw corruption."

Dr. Read said in part:

Life is more serious than death. Death, which comes at the end of a well spent life, is only entering the harbor, while life is a struggle against the waves and billows. It is not the man who is taking down the sails, but the man who is setting sails that needs to think and consider.

Life is more than a playground, it is a mission, in which every one must take a part. It is a chain in which each one is a link. It is the little things that count in life. The physician who does not respond to night calls because he knows there is not a dollar in it, will never rise to the top of his profession; the student who does not care to study, and is satisfied just to pull through college, will never be given the presidency of a college. The world wants men who serve well. A man's life is measured by what he does, not by his gifts, but by the *exercise* of his gifts. It is not the bright boy, but the student, the boy who works while other boys play, the boy who keeps everlastingly at it, that forges ahead.

But, do not be contented to serve your generation without serving God. A man's life cannot be a failure if he serves God, and the men who have succeeded are the men who have linked God with their lives. It should be the great purpose of each life so to serve its generation that at the end God may say "Come up higher."

MONDAY, JUNE 14

10.00 A. M.—SENIOR ORATORICAL CONTEST.

A large number of friends assembled to listen to this contest, and gave closest attention to the orations which were as follows:

1. "A UNIQUE ACHIEVEMENT"

J. Alexander Kendrick, Ripley, Md.

2. "THE RETENTION OF THE PHILIPPINES"

R. Elmer Jones, Lynch's, Md.

3. "THE BETTER WAY"

William B. Ennis, Annapolis, Md.

The Judges were Messrs. R. P. Melvin, H. J. Fenton and H. R. Riley, and they unanimously awarded the prize of \$25.00 (offered annually by the Alumni Association) to Mr. William B. Ennis, of Annapolis.

This contest was followed by a Literary Address by Professor Hiram Corson, Professor Emeritus of English Literature at Cornell University, and formerly Professor of English at St. John's College.

12.00 M.—Drill by Cadet Corps.

3.00 P. M.—Baseball Game, College versus Alumni.

6.00 P. M.—Dress Parade.

8.00 P. M.—Farewell Ball, Class 1910 to Class 1909. President Fell and Mrs. Fell acted as hosts, representing the Class. The gathering was one of unusual brilliance, and was much enjoyed by those taking part in it.

TUESDAY, JUNE 15

10.30 A. M.—CLASS DAY EXERCISES.

Programme

(Music by College Orchestra.)

Procession of Class to Stage.

Calling of Meeting to Order by the President.

Calling of Roll by Secretary.

Reading of Minutes of Preceding Meeting.

Class Business.

SalutatoryC. L. Weaver.

Unveiling of Class Shield.

Class History.....J. A. Kendrick.

Presentations.....C. T. Johnson.

Class Prophecy.....R. E. Jones.

Presentations of Mock Diplomas.

Class Will.....W. B. Ennis.

Valedictory.

AULD LANG SYNE.

(Sung by Class.)

Should auld acquaintance be forgot

And never brought to mind?

Should auld acquaintance be forgot

And days of Auld Lang Syne?

Chorus.

And here's a hand my trusty frien'

And gie's a hand of thine:

We'll take a cup of kindness yet

For Auld Lang Syne.

*Chorus.***Dedication****New Gymnasium and Historical Meeting****Commemorative of the Anniversary**

At 3.00 P. M., there was a large gathering for the Dedication of the New Gymnasium, and a Historical Meeting, commemorative of the Anniversary. The procession of Delegates and Representatives formed at the College Library and marched in a body to the Gymnasium, where the following addresses were delivered:

HISTORY OF THE COLLEGE

BY GEORGE FORBES, CLASS 1892.

The Secretary of State, Mr. President, Ladies and Gentlemen:

It is my privilege this afternoon, to conduct you along the avenues of the past, so far back as the beginning of the parent school of old St. John's, to the latter part of the seventeenth century; to be specific, to the year 1696. Some months ago it gave me pleasure to deliver an illustrated lecture before my fellow Annapolitans under the auspices of this College, on "Annapolis in Colonial and Revolutionary Days," and as I consumed some two and a half hours on that occasion, to which Dr. Fell was witness, I fear he concluded that, in one respect at least, I resembled the railroads which enter Chicago, viz: that I lacked terminal facilities; for on this occasion he has had your interest enough at heart to inform me that the two hundred and thirteen years of which I am to speak must be covered in twenty minutes.

As a tree is known by its fruit, so an institution of learning is known by the men it produces, and the buildings which it erects and equips. The former are necessarily more transitory monuments, while the latter may remain almost indefinitely as material evidence of the wisdom of its rulers. To these more enduring monuments now let us turn.

Referring to Bacon's Laws of Maryland, I find that the earlier institution was indexed under the undignified appellation of "K. William's School." While we cannot approve of this unique abbreviation we see further evidence of this ancient custom within the borders of the city, for on the corner stone of the Naval Academy, now set into the Academic Building, we read: "Founded during the administration of James K. Polk, President of the U. States." King William's School has, however, other reasons than the one just recited for being unique, for it was the first public school on the American continent, was under the patronage of the King, and the Primate and Metropolitan of all England, the Archbishop of Canterbury was its Chancellor.

True that Harvard, founded in 1636, was the first school; that William & Mary at Williamsburg, Va., founded in 1693, was the second; and that King William's, founded in 1696, was the third; nevertheless, King William's was the *first free public school*.

The Act of 1696, Chapter 17, fathered by Governor Nicholson, which gave life to this institution, was, surprising as it may seem from its early date, a most comprehensive plan for a free school system throughout the State of Maryland, contemplating as it did the ultimate establishment of a free school in each of the counties of the State, but making provision at the time for only one—the "Free School at Severn," which the Act specially provided should be named after William III, the then reigning sovereign of England, and be known as "King William's School."

I have said that Harvard, founded in 1636, was the first school, but I am informed by President Tyler, of the College of William and Mary, that there was a *College* started in Virginia as early as 1619, but burned

by the Indians, which facts I have been unable further to verify, but hope eventually to do so, for verification would prove that the first institution of learning of any kind in America was in our sister State of Virginia, a fact naturally gratifying to all Southerners.

In the limited time at my command, it will be possible to do little more than briefly sketch the turning points in the history of King William's School and St. John's College, its successor by legislative act.

Governor Nicholson is the man to whom Annapolis is primarily indebted for its beginnings as a conspicuous colonial community. It was he who laid out the city, started the first State House, the first church (St. Anne's) and the free school. He gave the land on which the school stood (the site being now approximately marked by the DeKalb Statue on State House Hill), and made other donations toward the school's support. Annapolis became the Capital in 1694 when he was governor, and although he filled the office but four years, his accomplishments were numerous. The first session of the State Legislature at Annapolis, over which he presided, passed an Act for the advancement of learning; which, however, is not extant.

Reference to the Act of 1715, chapter 4, discloses interesting facts, to my knowledge, not heretofore referred to. From this Act it appears that Governor Nicholson conveyed to the free school "certain lots of land in the city of Annapolis, and an house thereon erected, commonly called the 'Kentish House,' which lot is stated to be 'one of three lots of land in the said town, lying to the southwest of the said lots.' " With this information and Stoddert's map as a guide, and noting that Francis Street (evidently named for Governor Francis Nicholson by reason of the location of his lands thereon) lies at the foot of the Stadt-House Hill, and runs from that point to its intersecting point with Church Street, we can readily locate the house referred to. On Stoddert's map of Annapolis of 1718, that being three years after this Act of Assembly, a strip of land on the east side of Francis Street, from the Circle to Main Street, is marked "Free School land." The intervening land between it and East Street is marked "Ground formerly surveyed for Governor Nicholson, claimed and in possession of Mr. Bordley." Assuming, therefore, that in 1694 Governor Nicholson owned (as from the statute it appears he did, certainly prior to 1715) the entire tract between the Circle, East Street and Francis Street, down so far as the intersecting line with Church Street, the "southwest side of the said three lots" would indicate that the property now occupied by Dr. J. Roland Walton was a part thereof. The Act of 1715 also states that Governor Nicholson gave the sum of ten pounds sterling for and towards a house to be built thereon, and that he prevailed with a certain Anthony, alias William Workman, formerly of Kent Island, but then of Annapolis, Inn-holder, to give 150 lbs. sterling more towards the building of the said house on the aforesaid lot, and that he, together with Workman and a certain William Freeman, of Philadelphia, a brick-layer, contracted for the building of the said house, which was to be

held and occupied by the said Workman during his natural life, and afterwards to remain over to the use of the free schools. The Act further states that the said house *was* erected on the lot aforesaid, and that Anthony Workman, in consideration of the money he advanced was, by "Ordinance of the General Assembly," given leave to keep an Ordinary in said house during his natural life, without the usual fine imposed by law therefor. Now as the "Kentish House" was to be built of brick, and the home of Dr. Walton is of brick, and has always been thought to be a colonial inn, and as its construction would indicate such an occupancy; and further as it is the only colonial house on the lots described, other than one reputed to have been occupied by Governor Nicholson, which was of frame, every indication would point to the fact that the present residence of Dr. Walton was the "Kentish House" of colonial days.

The Act also makes it clear that this was the property of the free schools in Annapolis. This enabling Act was occasioned by the loss of the deeds prior to their being recorded, which loss in the course of years, has proved most fortunate, as it enables us to definitely trace the interesting history of this old tavern. Its date, too, is most accurately fixed, as Governor Nicholson resided in Annapolis and was Governor of the State from July, 1694, until Governor Blakistone was commissioned in October, 1698, and as he gave the land in 1696, and recalling his energy in promoting other buildings, it is more than probable that this building was completed before he left in 1698, thereby making it one of the oldest house of authentic history in the city of Annapolis, and placing it in chronological order with the old Treasury Building or Council House, the Dorsey House and the Sands House.

The free school building was started about 1696, but it does not appear to have been ready for use until 1701. The declared purpose of the school was to educate the youth of the colony in good letters, and manners, and to provide "a perpetual succession of Protestant Divines of the Church of England for the propogation of the true Christian religion in the said colonies." It will be seen, therefore, that at *this* time, being under the patronage of a Protestant King, with the Archbishop of Canterbury as its chancellor, and in an English colony, in which the Protestants were in power, that the Church of England exercised a controlling influence over the school. The further influence of the Church is shown in its requirements that the school masters were required to be members of the Church of England, and of "pure and exemplary lives and conversation," and "capable of teaching well, grammar, good writing and mathematics," but that they did not always live up to this standard is shown by a quotation from a letter of Governor Nicholson to the Board of Trade, in which he says: "There is often very great want, and now especially, of good clergymen and school masters for these parts of the world; and I will not venture to answer for some of their abilities, lives and conversations."

In passing it will be interesting to note that the funds for the school were raised in part by a poll tax, a tax on tobacco, and a tax on negroes imported into the Province. This scheme of taxation for the school support was followed in the charter of St. John's College, where taxes on almost every conceivable thing, including a tax on marriage licenses, were levied for the school's maintenance. In view of the recent ruling of the Secretary of the Navy that midshipmen must not marry for two years after leaving the Academy, may we not now inquire if this was the ancient method of preventing graduates of St. John's from too early succumbing to the wiles of Cupid.

King William's School was a grammar school, designed as the Governor stated, "to prepare both English and Indian boys for his Majesty's Royal College of William and Mary in Virginia."

Facts heretofore unknown to me, and I believe not of common knowledge, are that when the State House was burned in 1704, the Provincial and county records were lodged in the free school, and the Commissary Records on the back porch thereof, which was "to be made tight and shelves put up there for the books," and that the Provincial and County Courts sat in the school building for a time, as also the Council, prior to the fire, apparently before it was quite finished, or at least before it was occupied for a school.

From the breaking out of the War of Independence, the official connection between the Church and the school ceased, and it will ever be to the credit of Episcopalians, who were then in control of the State Government that, of their own volition, they repealed their own Legislative Act of 1692, which made the Church of England the established Church in England, and thus put on record their disapproval of the union of Church and State, as contrary to the principles of republican government. Shortly after this (in 1784) the same Legislature chartered St. John's College, and provided that it should have no religious test, and was to be officered by men to be chosen irrespective of their religious professions or beliefs. In confirmation of this action, they appointed Rev. Dr. Smith, then Bishop-elect of Maryland, an Episcopalian; Archbishop Carroll, of Baltimore, a Roman Catholic, and the Rev. Dr. Patrick Allison, a leading Presbyterian Divine of the State, with certain laymen of each faith, as soliciting agents for subscriptions to the College, as also for Washington College at Chestertown, which, with St. John's, the Act contemplated was to form the University of Maryland. The formal opening of St. John's took place in 1789 with great pomp and ceremony.

And now to a more practical question, the all absorbing question in America today—the question of dollars and cents. It will doubtless astound my auditors to hear that, morally, and we think legally, though it is now too late to adjudicate that question, the State of Maryland owes St. John's College over five millions of dollars, and this makes allowance for all credits on the original claim; but of course the interest is compounded; at simple interest, however, the claim is over two and a

quarter millions of dollars. Those of you unfamiliar with our claim will doubtless be surprised at this statement, which my limited time does not permit me to present in detail, but the proof of it can readily be found in legislative Acts in the College literature and in logarithm tables. I may say, however, at the outset, the Legislature granted \$8,750 a year, with a view of providing "a permanent fund" which was pledged "annually and forever hereafter as a donation by the public to the use of the College." In 1806 this so-called "permanent fund" was withdrawn, and the College had to suspend, though never relinquishing its charter rights. From time to time, through the course of years, until the present, small sums have been given by the Legislature, other sums have been raised by private and public subscriptions, and thus the College has spasmodically been enabled to exist. In 1859, when the Board obtained permission to submit its claim of a violation of the charter provisions to the Court of Appeals of Maryland, the Court decided every point in favor of the College. There was a release, however, given by the Board to the State in 1833, in consideration of the State's paying a small sum over to the College, and this release standing in the way, the question of its binding force was submitted to leading jurists for their opinion, who thought that the Board's act was *ultra vires*, and steps were taken to carry the case to the Supreme Court of the United States. The Maryland Legislature then restored certain arrearages and voted a small sum in addition, which the College Visitors, taking as a recognition of their rights, on the part of the Legislature, accepted, and relinquished the suit. Subsequently the Legislature withdrew its appropriation, and as the right of appeal had then expired by limitation, the College has been materially handicapped ever since. It should be said at this point that the appropriations of the Legislature since then, have been so small and spasmodically made that no certain salary could be expected by its professors, and as a consequence it became an undesirable institution with which to be connected. In view of these facts, its career has been a checkered one, and manifestly the responsibility is primarily that of the State of Maryland, which withdrew its paternal support when its child was yet in swaddling clothes, being then but seventeen years of age.

The Governor is of course the Chief Executive of the State, and as such its right hand. I regret that the Governor of Maryland is not here today to learn of his gubernatorial great-grandfather's treatment of the child that great-grandfather begot. I am pleased to note, however, that his accomplished Secretary of State is with us (for he is a conspicuous and distinguished branch of the State's family tree), so that he may convey to his Excellency the call of this child for succor, its plea for justice, which it has an especial reason now to claim and expect at the hands of a Governor who has so recently doffed the ermine—to the end that McDowell Hall may thus be enabled to rise from its ashes.

As before observed, St. John's for years had a most precarious existence, and until the installation of our present President, Dr. Fell,

at whose coming in 1886, there were but sixty students in attendance, and the buildings were in a somewhat dilapidated condition. In two years he doubled the number of students, renovated the halls, and equipped them with every modern convenience, including steam heat, hot and cold water, and an abundance of bath-rooms, with every other appliance for comfort and culture.

My subject dealing with the past, and the line of demarkation between the past and the present being indeterminate, I take it I am privileged to refer to the College as many of us would view it in the present, but which technically *is* of the past. We note with gratification that in very recent years, under the same admirable administration, its progress has been especially rapid, however financially handicapped, having added Woodward, and Senior Hall, and a gymnasium to its group of buildings, the latter the building we now occupy, and which our powers of observation enable us to see is one of the most complete and satisfactory structures of its kind, artistically and practically, which the country affords, and a worthy monument to the energy and skill of its promoters and designers. The military bearing of the corps of cadets would do credit to West Point, and does credit to St. John's military instructor, Lieutenant Iglehart. Indeed, the whole conduct and management of the College today is deserving of the greatest praise to Dr. Fell and the other earnest, zealous and capable members of the faculty.

Of the earlier fruit of this tree we are shortly to be told by Mr. Devcon, and of its promise for the future by Mr. Noble, both sons of St. John's, and distinguished at the Bar, one in Maryland and the other in New York. But before I leave my subject, a word or two as to the history of the one venerable building on the College campus, so recently destroyed, in part, by fire.

In 1744 McDowell Hall was projected by Governor Thomas Bladen, as a noble mansion for the residence of the Governor of Maryland. Materials were provided, and workmen busy; indeed, the edifice almost completed in a style of superior elegance, when a disagreement between the Governor and the Legislature caused the work to stop and remain for a long time a melancholy and mouldering monument of the consequences of political dissension. By reason of this disagreement, it received the cognomen of "The Governor's Folly." Thanks to the action of *our Governors*, in directing a resolution, we can say to our visitors today, that the derisive designation of "The Governor's Folly" is no longer applicable.

It was a building of so much importance that Mr. Duff, a Scotch architect, came from abroad to superintend its construction. Paraphrasing a line of his fellow countryman, in the broad sense, and desirous of replacing each old brick, may we not now say in friendly spirit, to those who would have thrown a pearl away richer than all our tribe:

"Lay on Macduff, and damned be him that first cries, Hold, enough!"

Mr. Ridgley, referring to the abandoned McDowell Hall, in his *Annals of Annapolis*, says: "The depredations of time have greatly injured the interior of the building; which in an unfinished state continued for many years exposed to the inclemency of the weather. But the Legislature, actuated by sentiments *which reflect the highest credit on their patriotism and wisdom*, resolved to repair the damages sustained and to apply the building to the purposes of education; a precedent many of us were gratified to note, our Board considered worthy of emulation. McDowell Hall, most of us know, is a four-story structure, including the basement, but how many of us have observed, that it is the only colonial house remaining in Annapolis with quoined corners, and a moat effect about it."

What a *splendid* history it has had! Note these epoch-making events:

1. Started about 1745 as a residence for Maryland's Colonial Governors.

2. Completed in 1789 as St. John's College, and in that year formally opened in the Chapel Room in the presence of the members of the General Assembly, the Chancellor, the Judges of the General Court, city officials, leading citizens of Annapolis, students and faculty, with the Governors and Visitors of the old King William's School and the new St. John's College. There were also present on this occasion, the Protestant Episcopal Bishop-elect of Maryland; Archbishop Carroll, of Baltimore, a Roman Catholic; Dr. Patrick Allison, a leading Presbyterian divine of the State; Bishop Claggett, of Maryland, the rector of St. Anne's, and many other distinguished visitors.

3. In 1791, General Washington, as President of the United States, visited the College and was entertained in this Hall, as indeed he had been prior to that time.

4. In 1824, General Lafayette was entertained in the Hall on the occasion of his visit to America, and the day after, it is recorded, there was a review of the military of the United States from Fort Severn, and the Maryland volunteers on the College campus; and afterwards a contest in rifle shooting, the prize being presented by General Lafayette to the company of Captain Louis Neth, who now, by the way, lies beneath the sod at "Primrose Hill," in our suburbs, and on his tombstone is cut this pathetic epitaph: "Louis Neth—the last of his name." It makes one shiver to think how near we came to writing the epitaph, "McDowell Hall—the last of *old* St. John's."

5. Again, in the same Hall, General Lafayette was entertained by the Maryland Legislature, the previous banquet having been given by the citizens.

6. Used as a ball-room often in Colonial Days, and it has therefore been graced by the wit and beauty of a period when Annapolis was famed the world over for the beauty of its women. It seems almost superfluous for me to add that Annapolis has always maintained its reputation in this regard.

7. From 1861 to 1865 it was occupied by the United States authorities as a military hospital.

8. And lastly, from 1789, and the days of Francis Scott Key, to 1909, it has witnessed the graduation of every class which has gone forth from this College, and this Chapel Room still stands in great part, as if edifying the hand of calamity.

How applicable today, are the lines of the poem written by the rector of St. Anne's in 1771, and addressed to the inhabitants of Annapolis, in what proved to be a successful plea, for his church:

“ With grief in yonder field hard by
 A sister-ruin I espy;
 Old Bladen's Palace, once so famed,
 And now too well ‘ the folly ’ named,
 Her roof all tottering to decay,
 Her walls a-mouldering all away;

 Though now forever gone and lost,
 I blush to say how little cost,
 The handsome pile would have preserved
 Till some new prefect had deserved.”

These last four lines indicate that the roofless building, to which similar state it has now been reduced by fire, was thought to have been “ forever gone and lost.” When it is considered that it stood, without cover, subject to the fury of the elements for nearly half a century, and that despite the fury of the recent flames, six- or seven-eighths of its walls have refused in each instance, to succumb, we agree with the Visitors and Governors of the College that its noble defense against the fire and the storm entitles it to preservation, and we sincerely hope that its architectural character will be preserved without addition or alteration, to the exterior and the Chapel in any event. Had the Board's action in determining to restore been contrary we, too, might have

“ . . . Blushed to say how little cost
 The handsome pile would have preserved
 Till some new prefect had deserved.”

The poem's applicability continues, when we read:

“ The premises considered I
 With humble confidence rely,
 Till phoenix-like I soon shall rise
 From my own ashes to the skies.”

By way of finale, it may not be amiss to quote the language of our immortal Key, in appealing to the Legislature in behalf of St. John's, when in reference to McDowell Hall, he said:

“ Thirty years ago I stood within that Hall, with the companions and the guides of my youth, and bade farewell to them, to our reverend instructors, and received the parting benediction of that beloved and

venerated man, who ruled the institution he had reared and adorned, not more by the force of authority than of affection. In a few short years I returned, and the companions and guides of my youth were gone. The glory of the Temple of Science, which the wisdom and the piety of our fathers had founded was departed. I beheld in its place a dreary ruin. I wandered over that beautiful and silent green, no longer sacred to the meditations of the enraptured student, or vocal with the joyous shouts of youthful merriment. I sat down on those mouldering steps and beneath the shadow of that aged tree that like me seemed to lament its lost companions, and I mourned over the madness that had wrought this desolation."

But thanks to those who have combined their love for the historic with a keen appreciation of what McDowell Hall has meant to the College in the past and will mean in the future, we can now convert the mourning of the author of our National Anthem into paeans of joy and of praise. Verily

"There is given
Unto the things of earth which time hath bent,
A spirit's feeling; and where he hath lent
His hand, but broke his scythe, there is a power
And magic in the ruined battlement;
For which the palace of the present hour
Must yield its pomp, and wait till ages are its dower."

THE ALUMNI OF ST. JOHN'S COLLEGE.

BY WILLIAM C. DEVECMON, CLASS 1881.

My Fellow Alumni, Ladies and Gentlemen:

It is a time-worn saying that man is naturally a religious animal. Of all the multitudinous forms of religion that have in different ages obtained among the various races of men, one of the most universal has been that of ancestor worship. The injunction to honor thy father and thy mother, and thy father's father and mother's mother to the remotest generation, has, independent of the divine sanction, always been recognized as a duty among the races of mankind; and, where men have not made gods of the progenitors of their family or race, they have deified the founders of ethical cults. Such has been the origin of nearly all religions. To honor their spiritual as well as their physical forebears may properly, in the light of history, be considered as a duty resting upon all mankind. Happy that family, happy that race, happy that religious or ethical cult whose progenitors were such as to merit the love and veneration of succeeding generations!

We are assembled here to render our tribute of homage to this venerable mother, this first great progenitor of education in the State of Maryland, and to her illustrious offspring who have gone before us. In point of time I believe there were two colleges established on this

continent before St. John's, but by their charters, or by the terms and limitations of their foundation, the scope of their usefulness was limited either by religious or financial or other restrictions. On the other hand, education at King William's School, which was the old name for St. John's College, was free—free from religious restrictions, free from financial obligations, the first free public school upon the western hemisphere. It can with justice claim to be the mother of the public free school system of all the States of this Union. All hail to this venerable institution! All hail to its illustrious founders! All hail to the brilliant sons of St. John's who have proven not unworthy of their glorious ancestry!

Upon its reorganization under the name of St. John's College, the first class was graduated in 1793; and, during the thirteen years that elapsed until 1806, when, on account of the withdrawal of the Legislative appropriation, the functions of the College were suspended, a historian of the College has stated that among the sons of St. John's were "four Governors of Maryland, one United States Senator, five members of the House of Representatives, four Judges of the Courts, one Attorney-General, one United States District Attorney, six State Senators, fifteen Representatives, besides officers of the Army and Navy, leading lawyers, divines, and men of note in other walks of life." The lack of an endowment or other permanent source of sure income has always been the only limitation upon St. John's scope of influence; but within the boundaries which were apparently fixed by her founders she has worthily fulfilled their fondest expectations. It was declared that King William's School was founded "for the propogation of the Gospel and the education of the youth of the Province in good letters and manners." At least this is the language of the Act of 1696, a re-enactment of the Act of 1694, which I believe is no longer extant; and in the charter of St. John's College, granted in 1784, that institution is said to be established "for the liberal education of youth in the principles of virtue, knowledge, and useful literature." At that time a liberal education was not supposed to occupy itself with the material aspects of life; its aim was to give the student culture rather than knowledge, to train him to be a gentleman rather than a man of affairs. During the present generation this view has changed, and the chief aim of the college education today is supposed to be to endow the student with that mental equipment which will best qualify him for a struggle in life to amass property and wealth. Then, the refinements of polite intercourse were more highly thought of; today, the master minds of the world are occupied with stupendous problems of production and transportation. It is but natural that systems of education should change to conform with current ideas of usefulness to society. St. John's College, on account of the lack of money, has always been ill equipped to compete with the great colleges of the North in giving her students a thorough knowledge of chemistry, electricity, and mechanics, Titanic weapons in the hands of man today with which he

moves or tunnels mountains, spans oceans and continents, conquers the air, and annihilates space. But after all, the greatest among the modern captains of commerce, production, transportation, and invention have not received their education in the colleges, and I am inclined to think that a preliminary training in culture and morals would not have detracted from their chances of success in their warfare to subdue the elements and agencies of nature; and, though it may be admitted that it is highly advantageous in this material age for the young man to have a commercial or scientific education, it is certainly of equal importance that he should have proper training in morals and general culture, and this training St. John's College is at least as well equipped to give as the largest and most wealthy institutions of learning. It is in youth that our characters are formed. Character is something that is carved or cut into us, fixed indestructibly as part of ourselves. It must, I think, be admitted that the greatest desideratum in the education of youth is to give him a high moral tone—character, cut deep into the very bone so that the floods and tempests of life can leave but little impression upon the graven lines. The students of this old institution have come from all walks of life; but when they pass out from these halls they have one feature in common—the alumnus of St. John's is in character a gentleman.

No man today would face a body of college graduates, or even undergraduates, and affirm the old saw that man is the architect of his own fortune. The greenest sophomore knows the absurdity of the dictum of Buckle that a Shakespeare or a Newton could be born among the Hottentots of Africa as well as in civilized England, and that intellectual ability is a matter of education and environment. It is now known that brain capacity is a matter of inheritance; and that moral tendencies are also inherited, but by no means to the same extent as the intellectual. The moral atmosphere in which a boy is reared is assimilated and becomes part of himself. The air within these venerable walls is saturated with the moral tone, and I may add with the culture, of nearly all the noble Marylanders who have made fame in this State or beyond its borders. In this lies the historic grandeur of St. John's College, and in this abides an ever potent influence for good among her students. The shades of Maryland's heroic dead still stalk about this campus and through these halls. The Lares and Penates of St. John's College are a continual admonition to laborious effort, to virtue and integrity in thought and deed.

To write a paper upon the Alumni of St. John's College, and do justice to the subject, would be tantamount to preparing biographies of most of the distinguished men of Maryland—indeed, almost to write a history of the State. Were I competent for such an undertaking this is hardly the occasion for its presentation.

While we claim that Maryland built the first steamboat, the first railway, and the first telegraph line in this country, it must be admitted that in science, and in the amassing of great fortunes our State

cannot claim any special distinction among her sister States. But in statesmanship, in the formation of this government, and in its political development, her influence has been second to none; while in the number of the pre-eminently great lawyers she has produced, Maryland is without a peer; and to enumerate them would be almost like calling the roll of the Alumni of St. John's College. Among them two stand out in bold prominence in the history of the State and the Nation.

Of all the names connected with the College that of William Pinkney must unquestionably be regarded the greatest. Originally destined for the medical profession, he soon perceived that a profession, the knowledge in regard to which was at that time so crude that the most skilled practitioners could be regarded as little better than quacks, was not suited to his genius nor to the genius of his times. In Pinkney's age the *zeitgeist* was the development of the science of government and its twin brother, the law. Pinkney became a statesman and a lawyer. The branches of the profession then of chief importance were real estate and special pleading. He acquired an accurate and profound knowledge of them both. In the practice of the profession, eloquence then had an importance which we in this age of dry fact can with difficulty estimate or realize. William Pinkney cultivated eloquence, and became the most eloquent man of his own or perhaps of any age. Some years ago a certain European Prince was distinguished by being called "the first gentleman of Europe." Pinkney's age was distinguished for its social culture; it was pre-eminently the age of gentlemen in America, and he was pre-eminently the gentleman of his age. Contemporary with Luther Martin and Daniel Webster, William Pinkney was at least their equal in legal knowledge, and very much their superior as an orator. In the War of 1812 he was an officer in the American Army. Always throughout his life he was one of the most laborious of men.

A genius, a supremely great man, is the embodiment of the spirit of the times in which he lives. Such was Pericles, such was Shakespeare, such was Napoleon, and such was Pinkney. Would you understand the real spirit of the times in any period of the world's history? Study the biography, and the acts and works of that period's great man. A new word has recently found its way into the English language, though I believe not yet in the dictionaries—the word "superman." In nearly every period of the world's history you will find certain supermen whose lives comprise the life of their nation, and sometimes of the world, while they lived. Though as a soldier Pinkney never won a great battle or planned a great campaign; though as a statesman he did nothing to permanently shape his country's destiny; though as a lawyer no great principle of the law owes its origin to him: yet, take him all in all, he had no contemporary who better represented the character of the times. It has been said of Shakespeare that he was the soul of his age. I say of William Pinkney he was the embodiment of the spirit of his times.

St. John's has another son who has almost equal claim to be classed among the supermen, the supremely great men of the world. The result of the American War of Independence was not merely the creation of a new government, and a new form of government on this western hemisphere. It was indeed a revolution, a complete overturning of all preexisting ideas of government. It was the beginning of an evolution which will doubtless affect the destinies of nations for ages to come. An authoritative declaration of the rights of man, a written enumeration of the fundamental rights of the citizen and of the government were its chief products; and they gave birth to new thoughts, new feelings and new aspirations among mankind. France especially was enthusiastic, and the new ideas spread throughout the world. In the War of 1812, the life of the new order of things was felt to be at stake. Was "time's latest offspring" to perish? Had a painter or a sculptor given the world a true representation of the spirit and thought of that age, he would be entitled to rank among the world's supermen. A poet may give a name and local habitation to airy nothing, but only a superpoet, one of transcendent genius, could in a few short verses give body, form and substance to the dream, the impalpable spirit, of a whole generation of mankind. Oh, Francis Scott Key, long will your name and fame wave over the land of the free and the home of the brave!

William Pinkney and Francis Scott Key, what a combination, and what a contrast! Would that a Plutarch could parallel and contrast their lives! Pinkney's life itself is an immortal portrait of his age; Key portrayed it in immortal verse.

Key's chief claim to greatness, striking as it does the chord of patriotic sentiment, is at this day thoroughly appreciated. A Key society has been formed to preserve the memorials of his life, and monuments have been erected in his honor, even in far California. There is an element of the spectacular in that heroic song, The Star Spangled Banner, and especially in the circumstances under which it was composed; it appeals to the popular imagination, to man's love of the dramatically heroic. The less spectacular, but more solid claim of Pinkney to supreme greatness will be slower of popular recognition. But some day there will arise a sociologist who will at once be a scientist and a philosopher. He will analyze all the elements of human greatness, and formulate a science of systematic knowledge on the subject. Upon that foundation he will construct a philosophy, and illustrate it by the lives of the world's great men. In that galaxy of the world's deified dead William Pinkney will shine as a star of the first magnitude.

Had St. John's College produced only a Pinkney and a Key, in giving these two great sons to the State and the Nation she has justified her existence; but as a matter of fact throughout the entire life of the Colony and State of Maryland, the brain and brawn of the alumni of

St. John's have done much to shape the destinies of the Commonwealth and weave her wreaths of glory.

Oh Maryland, when you forget the services of St. John's College, thy ingratitude must be sharper than the bite of the adder's tooth. Throughout all your history, the brain that has thought for you, the tongue that has talked for you, and the hand that has wrought for you were trained within these walls!

AIM AND OUTLOOK FOR THE FUTURE

BY HERBERT NOBLE, CLASS 1889.

My Fellow Alumni, Ladies and Gentlemen:

It does not seem twenty years since I ceased to be a student in this old College, and I suppose the feeling which I have today—that we should be at home in our old rooms again, unmindful, for the moment, of the places we have made for ourselves in the world of endeavor and work since we left here—is shared by all of us who have come back. The intrigues of class politics, the politics of the secret societies, the keenness of the football and other athletic contests, the glee club concerts, the serenades, and the occasional quiet games of poker at a penny ante and five-cent limit, are so fresh in one's memory that one feels almost as though one could today take one's place again in all those activities. I suppose, however, that should one try, the rulers of today would soon let us old fellows know that we have had our day.

Well, if so, it was a happy one, and these thoughts, associated in our minds with the development and enlargement of our intellectual horizons during our student life, are so real and joyous a heritage that the old College and the scenes about it are quite as much of a reality in our lives as to you men who are here now.

The memories and traditions of this old place make it splendid to us all. Its inspiration in our day spurred us to genuine effort. Our College paper, *The Collegian*, had to be as good as, or better than, the exchanges we received; our football team had to overcome the skill of our friends the enemy: the Hopkins, the Cadets, etc., etc., and our runners had to outstrip their competitors. It was a period wherein we felt that not only was individual effort due from us, for our own sakes, but due to the College. There was an entire absence of the indifferent attitude one observes in some institutions. The tone and spirit of the College made the students personally self-reliant, and yet a cohesive body of men. No man was accounted a leader whose qualities of person did not give him natural leadership, and yet no man felt that he was unfairly treated, for the student-body, though a severe critic, was fair, and, after all, its criticisms were inspiring.

The students' estimates of each other, as I remember them, have turned out, I believe, to be just. There was among us a spirit of candor, and of fairness of judgment and dealing. This tone, this spirit,

was handed down to us from other days, and it is this splendid tone and spirit, which I know is the traditional one, which has come to you students of today, and which you exemplify not only in your student life, in your lives with each other, but in the College spirit meted out by you to our foeman in the intercollegiate contests. It is the spirit of fair play, of personal effort, of any personal sacrifice necessary to make the College win.

The conditions among which we lived, when I was here, gave us an extraordinary understanding of each other. There were not very many students in those days. Every man knew, and was brought into contact with, every other man. Each man had the measure of the other. We had the advantage, which you still enjoy, of coming into personal and intimate contact with the instructors and professors, not only in the class-rooms but in our social relations, and in our athletic and other contests.

You men of today have grown since our day. There are more of you. You accomplish more, as a body, than we were able to achieve, but you accomplish it with the same spirit of effort, and the same spirit of personal devotion to the interests of the College that we brought to our student life.

As I look about me I see monuments of progress on every side. Woodward Hall, named to commemorate the generosity of a Marylander, has been built; the dining hall and this beautiful gymnasium, monuments to the generosity of Maryland, have been built. The courses of study have advanced and broadened; a civil engineering course has been introduced; the military organization has not only helped in the physical training of the students while here, but has made good soldiers of some of our men, eighteen of our graduates having been commissioned in the Army since my day. The great Empire builder, Cecil Rhodes, by his life of labor and effort, has assured to one alumnus of this College the rare opportunity and experience of residing as a student at the great English University of Oxford. I earnestly hope that he has associated himself there with the beautiful St. John's College, for which this venerable institution is named.

The number of students here has increased; and the enthusiasm of the leaders of the College, both in the Faculty and in the student-body, is apparent everywhere. To what is this all due? It is due to the spirit of devoted service to the interests of the College by everybody connected with it; to the personal devotion and wise leadership of Dr. Fell, aided by the Faculty and warmly supported by the Visitors, and aided in no small part by an enlightened public opinion in the State.

Yet McDowell Hall, our greatest link with the past, is in ashes. What are we to do? Keep on; work; strive; secure; maintain. This disaster, though great, has served to again bring to the College the warm interest and affection of a loyal alumni, and, I trust and believe, the sympathy and desire to aid, of the people of Maryland.

What are the needs of today, and what is our part? Never, in the history of the world, has there been a time when there was such need as today for trained men willing and anxious to do the world's work. Never has there been a time when the men who are to do the world's work had to be as well qualified as today. On every side the ablest men, the men with the clearest vision, are overburdened with the responsible duties which they have to discharge.

Our country has with vast strides passed from a formative period, not only in its political institutions, but in its economic conditions, to a period where its stability is established. Highly developed organizations, resulting in enormous volume of business, have increased the necessity for intelligence and training, and as the supply of brains is not equal to the demand, not only is the price for trained men high, but the necessity for trained brains is urgent.

Expert training, in special lines, is the need of the day. The conditions are such that it takes all the trained men it is possible to get to prevent waste on the one hand, and to rightly guide progress on the other.

Under our American system, it is the endeavor and purpose of the State to provide the means of education for all the inhabitants. In Maryland there seems to be a great awakening to the needs and opportunities of the present. Great attention is being paid to higher education. In the public school system, High Schools have been established throughout the State, and placed upon a satisfactory basis. The Governor, pursuant to an enlightened policy has appointed a commission to study the proper way to correlate, and get the best results for the people of the State from the investment being yearly made by the State for the education of its youth, and to find a wise and satisfactory way for maintaining and further developing a higher education, which the march of events has made essential, not only here, but everywhere.

Throughout Europe the State has universally pushed forward, without private aid, and is pushing forward, the training of youth. The exactness of that training, the time given to it, and the reliability of the knowledge acquired by the youth of Europe, command for them not only occupation at home, but positions of responsibility and leadership throughout the world.

In this country, the generosity and public spirit of our men of wealth have aided some of our ancient foundations, and have founded institutions of learning which are the marvels of the age; but these have not the capacity or the working plant necessary to train the vast body of men and women who are eager to do their part as trained workers in the world's work.

In Maryland, the generosity of Johns Hopkins gave to the United States a University whose work has been, perhaps, as great an incentive as any in America, toward the higher education. In Chicago, the munificence of Mr. John D. Rockefeller has built the great University of Chicago, and founded it upon the broadest basis. Harvard,

Yale, Princeton and Columbia have grown from small institutions to great seats of learning. Virginia, through all the vicissitudes following the War, has, as one of her proudest boasts, uniformly maintained and added to the annual support given to that great seat of learning, the University of Virginia, founded by Thomas Jefferson on truly university lines, and in recent years its great merits have attracted the gifts of many men of wealth and public spirit.

In many of the newer States, where there were no ancient foundations, and where the public lands were within the gifts of the Nation or the State, new universities have arisen, whose only endowments have been gifts of public lands, and whose support has come and is provided for by the people of the respective States; with the result that there is at hand the means for the proper training of their youth.

In Maryland there is no State University. Many of our institutions of higher learning, however, are in receipt of State aid, and this is eminently as it should be. It is hardly an exaggeration to say that no matter how much money the State should yearly expend upon the primary and the higher education of its youth, that that money would be profitable and well expended.

It has never been the genius of the Anglo-Saxon race to build new foundations, where there were at hand old institutions—in their nature capable of growth—when the needs of the time demanded development. We have ingrafted all our law upon the common law. There is scarcely a principle of law, and scarcely a statute, of which it may not be truly said that it is a development of the common law of our ancestors, and which they brought here from England.

It seems to me clear that Maryland's duty, as to the education of its youth, is to be performed by aiding existing institutions generously and adequately. Tradition, college spirit, and the tone of institutions of ancient foundation, are not to be overlooked or neglected. They have their true place in the intellectual development, and in forming the character, of the students, and inspiring the ideals which, in so large a degree, shape their future careers.

In building the University of Virginia, Thomas Jefferson recognized this in the classical character of the buildings which he designed for that truly great institution of learning. The new buildings which are being erected at Princeton are all classical in their type. They speak to the young mind of the continuity of civilization, evolution, and growth, and bring their inspiration in the reminder of the great deeds of men in various fields of endeavor. The same is true of the growth at Harvard, Yale, Chicago, and at Columbia, where all the buildings have been erected within the past fifteen years, the great library building is modeled on the Parthenon, and the other University buildings in the Colonial style.

The State or the man who tries to dissociate himself from and ignore the past loses a heritage which would make his work easier, and would give it a larger and fuller meaning.

Within the last few years St. John's College, one of the oldest institutions of learning in America, has become affiliated with the University of Maryland, as its School of Arts and Sciences. That University has the oldest medical school, save, perhaps, one, in the United States, and the proud traditions of these two institutions of learning are now linked.

One of the earliest acts of Maryland, as a State, was the granting of a charter for a University of Maryland, and at that time it was intended that St. John's should be one of the institutions which should form that university. Accordingly, this action on the part of the authorities of the two institutions has, in a measure, fulfilled the intention of our ancestors. So that we have here an undergraduate school, most favorably located at the Capital of the State, an old town containing historical associations, inhabited by cultured and refined people, and without the distractions and opportunities for dissipation of a large city.

In Baltimore we have graduate schools for law, medicine, and other graduate subjects. The students of law have an opportunity of seeing the practice in the State and Federal Courts of Baltimore; and the students of medicine have the advantage of studying their profession in the great hospitals which draw from a great population and from a great seaport. A more favorable situation can hardly be pictured for the training of men than is presented by these two institutions. They should attract, and are attracting, the generosity of private benefactors, but, unfortunately, the gifts thus received are insufficient to supply the needs of the hour.

The duty of the alumni is plain. It is by every means in their power, with the spirit which characterized them when students, to make any personal sacrifice necessary to make the College win her place.

Every alumnus should, from his own private fortune, give something, and give as often as, by sacrifice, he can. We should seek from those in Maryland, and elsewhere, who can give, benefactions for these institutions. Every alumnus should seek to arouse and inspire the State to give liberal, generous and adequate aid toward the upbuilding and development of the University of Maryland and St. John's College, without failing, at the same time, to give the needed aid to the other institutions of the State. We should feel, and every citizen should be made to feel, that in aiding the University bearing the State's name, and St. John's College, help is being given not only to institutions which have done their full share in the work of the State, but institutions having organizations which, by development, can care for the essential needs of the higher education of the youth of the State. And the University and the College should be ready to make generous acknowledgment, in the form of scholarships or other facilities, of the aid thus received from the State.

Thus will the needed funds be provided now, through private gift and through generous State aid, for St. John's College, for the Uni-

versity of Maryland, and for the other institutions of learning of the State, to give to those within our borders such higher education as will fit our youth, now and in the future, to take their own proper places in the work to be done in our time and in the future.

Build on the old. Rebuild McDowell Hall. Work with devotion for the development of St. John's. And if each man does his duty, the next twenty years will see not only the progress of the last twenty, but will find here an institution of which the State and every alumnus may be proud.

Following these addresses the keys of the Gymnasium were delivered to the President of the College by the Hon. Winslow Williams, representing the Governor of Maryland (Hon. Austin L. Crothers), and his remarks were greeted with enthusiasm.

ADDRESS AT THE DEDICATION OF ST. JOHN'S COLLEGE GYMNASIUM

BY HON. N. WINSLOW WILLIAMS,
Secretary of State of Maryland.

Mr. President, Members of the Faculty, Alumni, and our Distinguished Guests:

It is a very great pleasure to me to be with you today. I do not know any privilege that could come to me, as a representative of the State of Maryland, greater or more appealing, than to attend a function at this splendid old Institution of St. John's College, in the dear old town of Annapolis. I do not believe there is a citizen or man whose forefathers have come from Maryland who can listen to the sound of the name of Annapolis without having his heart stirred; and it is peculiarly appropriate that in this old city, which certainly stands for all that was first, for all that was best, in the early days of this country; that in this old city should be built up and maintained an institution of the accomplishments and of the traditions that belong to "St. John's."

I have listened with great interest to the history, past and present, and the forecast of the future of this institution, delivered successively from the scholarly lips of the members of the Alumni. And just as an onlooker, as one who has observed the men who represent this College, and its learned, able, conscientious President, and in its capable faculty, and likewise the men I know who have come to this institution, and some of the boys who are here now; from all these things I am satisfied that every word that these gentlemen said of it is true. You have produced great men and you are going to produce great men, and you are doing a great work for the State of Maryland. Not only has the State of Maryland reason to be proud of you, but the State of Maryland owes a debt of gratitude to you, and it is the duty of the State of Maryland to fulfill this obligation. I do not believe that anything makes so much for the strength, for the progress and for the integrity of a community as education of the right kind,—education which teaches

men not only how to use their minds and do their work properly, but education, as has been well said here today, which makes of men gentlemen. And I use the term "gentlemen" in its very best sense. I mean men of culture, refinement and of the inspiration of high ideals. I believe that St. John's College makes of men "gentlemen." And you know we ought to treasure very closely to our hearts the gentlemen and the preservation of the gentlemen of Maryland. There is not a section of this dear old city without its intimate landmarks to recall the days when this was a land of chivalry, and Annapolis was its heart.

Ladies and gentlemen, it is my privilege and opportunity today to tender to this College and to its work a building that is intended for another branch of education, that is the physical development of these young men, and while we all realize of course, that training of the mind is what goes to make for the higher manhood, we know too that no sustained mental strength can ever be built or maintained upon physical weakness. Those who have followed the history of the past four or five generations of the men of this country must realize that the American man during that time was physically deteriorating because of overwork, lack of rest, hurried meals and general physical exhaustion. He had no time for physical culture and the result was that he was fast becoming an over-worked, nervous dyspeptic, but I rejoice in the fact that within the last two generations at least, there has developed a new era in the physical life and training of the men of this country. Today they are in the saddle again as they were in the years ago; they play football, baseball, golf and tennis. It is that sort of training and that sort of living that is going to lay a splendid physical foundation for future generations.

But we cannot always get the out-door exercise that we would like. For instance, during the past fortnight there has been so much rain that little else than swimming was available without; and, at Christmas times, even in this salubrious clime, snow often covers the ground and leaves only skeeing possible. Under these conditions, in order that the muscles may not get rusty and the tendons weak, we must have some place where we may keep ourselves in condition, as I recall the feats of my boyhood days, by "doing the giant swing" and "skinning the cat." We all advocate the gymnasium as a supplement to the field sports, but it is a pastime and a strain that may be overdone, and so I would warn young men that while the first law of the gymnasium will always be to exercise muscles, its second law should be to exercise moderation.

I congratulate the students of St. John's that it is to be their privilege to have the use of this beautiful structure for a gymnasium, and I hope that the equipment that is to go with it is going to be what it ought to be, up-to-date and complete.

I note that the State of Maryland at the close of the last session of the Legislature was unable to donate to this building anything more than \$10,000, and, of course, every one knows that \$10,000 won't build

and equip an adequate gymnasium, and so I asked some questions of the Alumni, and learned you were \$25,000 behind. But this matters little, for we would sometimes not get the things we need if we did not go in debt for them, and it is a habit with the public to discount the beneficence of the State. I hope, nevertheless, that these creditors are not going to be kept waiting overlong for their \$25,000, and I hope that the State of Maryland, if it does not look upon it as an obligation, will at least treat it as a privilege, just as munificently, and just as rapidly, as she may be able, to come to your help. (Upon the entrance of former Governor Warfield.)

It is a great pleasure to see, as I now do, Governor Warfield come in. No man has ever done more for the State of Maryland than our former Governor. And I think that in Major Edwin, Jr., a graduate of this year, he has furnished an exemplar as a student of St. John's. . . .

I cannot pass from the question of the completion of this building and the paying for it, without referring to the great loss the College, the City and the State have suffered by reason of the fire that burned down McDowell Hall.

There can be no difference of opinion as to the propriety of the reconstruction of this building, but whether in the interest of historical association and sentiment the reconstruction should be along the old lines, working out a replica of the old building so that one of Annapolis's most cherished landmarks shall be preserved, or whether we should be more practical and while preserving the identity by means of cornerstone and inscription, erect on the old site a building adapted to modern uses, I am not prepared to say; therefore, will leave the decision of this question to your President, the Faculty and Trustees, and I feel very confident and very hopeful that the State of Maryland will avail itself of the privilege of at least having a hand in the reconstruction of McDowell Hall.

And generally as to the matter of State aid for your College; whatever the State can afford to give should be given wisely and systematically and not sporadically or haphazardly so that you may forsee it and reap its full benefit.

Mr. President, in the name of his Excellency, the Governor of Maryland, whose regret at his inability to be present is shared by us all, and in behalf of the State of Maryland, I take great pleasure in presenting to the Trustees of St. John's College this Gymnasium Building, and I dedicate it to the perpetuation of the chivalry and the manhood that has always belonged to and should always be the pride of the youth of Maryland.

ACCEPTANCE BY THE PRESIDENT OF THE COLLEGE

In accepting the donation from the State, Dr. Thomas Fell said:

Reverently, as one who recognizes the importance of the gift, I accept the charge you have committed to my care. Enthusiastically, as

one who realizes the possibilities it presents for promoting the welfare of the students, I gratefully acknowledge the benefaction of the State,—which you, sir, have conveyed to us in terms most pleasing.

Athletics in connection with college life have received a great impetus during the last ten years. There can hardly be found in the present day any one of the higher institutions of learning where there is not established a practical gymnasium and directed as is any of the departments assigned to the pursuit of arts and sciences. It is now universally recognized that a well developed physique is a necessary adjunct to the highest intellectual attainment. A great and universal interest is being manifested in gymnastic exercise and out-door athletic sports. Column after column of our daily newspapers devoted to such matters bears evidence to the popularity they possess. It is a good sign. It indicates that outside of the college more attention is being paid to the results of physical training which means better health and improvement of the species, and which must tell favorably on the next generation.

If the true tradition of athletics is that they are the legitimate fields of action in the most active time of life, that they diminish wickedness and foster cleanness of living, that the mind is strengthened by the necessary amount of attention that must be paid even to the acquirement of ease in simple club swinging and, above all, that they unite us in one forcible loyal effort at proper intervals, let us then appreciate to the fullest extent the inspiring results that must flow from the proper use of this magnificent gymnasium.

Alumni Meeting

At 6.00 P. M. there was again a Dress Parade by the Cadet Corps, and in the evening at 7.30 P. M. the Alumni Meeting and Dinner took place. This dinner took place in the dining hall of the College and was a most enjoyable social affair.

Prior to the dinner the regular business meeting was held in the Gymnasium, at which the election of officers took place, resulting as follows:

President—Ridgely P. Melvin, class of 1899, of Annapolis.

First Vice-President—Richard J. Duvall, of Annapolis.

Second Vice-President—Dr. Samuel M. Wagaman, class of 1893, of Hagerstown.

Secretary—Prof. B. Vernon Cecil, class of 1890, of Annapolis.

Treasurer—T. Kent Green, class of 1886, of Annapolis.

Executive Committee—Roger E. Simmons, class of 1897, of Baltimore; Frank A. Munroe, of Annapolis; Lieut. Edmund B. Iglehart, United States Army, class of 1894; L. B. Keene Claggett, class of 1895.

Historiographer—John Harrison, class of 1907, of Baltimore.

At the banquet the following toasts were responded to:

"St. John's College," Dr. Thomas Fell; "Our Eldest Sister," Dr. Percival Hall, of Harvard; "The Public School, the University of the People," former Governor Edwin Warfield; "Our Elder Sister," Presidene Lyon G. Tyler, of William and Mary College; "The College and the State," Gen. N. Winslow Williams; "The New South Through Old Glasses," Capt. C. A. Johnston, of Mississippi; three cheers for the orange and black, "St. John's, St. John's, St. John's," Lieut. E. B. Iglehart and Ridgely P. Melvin.

Those who enjoyed the dinner were:

Alexander Randall, Wilfred H. Townshend, Pratt D. Phillips, T. Spencer Crane, Addison E. Mulliken, W. Outerbridge Spates, John W. Hodges, Peter B. Blanchard, ex-Judge Daniel R. Magruder, H. R. Dougherty, John T. Harrison, Judge Henry D. Harlan, Aubrey E. Jackson, A. Theodore Brady, E. M. Hays, Rev. John P. Hyde, A. Sydney Stallings, Howard T. Ruhl, Charles A. Cummings, Elliott H. Burwell, Burton Proctor, Waller Bailey, Roger E. Simmons, H. Hardings, Jr., Amos F. Hutchins, E. G. Parsley, Alfred Houston, George W. Wilson, W. G. Rullman, D. F. Duvall, E. Clarke Fontaine, Edward R. Padgett, W. P. Chapman, Evelyn A. Harrison, Dr. John P. Briscoe, Judge John P. Briscoe, Dr. E. H. Hutchins, William Neill, Jr., William J. Norris, Blanchard Randall, E. Dallam Parsons, J. Morgan Read, H. S. Turner, Frank A. Munroe, H. B. Scarborough, James Clark, Louis T. Clark, Hugh Nelson, John S. M. Zimmerman, Jay Williams, Bernard Carter, J. H. C. Kemp, Jr., Dr. Walton H. Hopkins, Prof. B. Vernon Cecil, L. Dorsey Gassaway, T. Kent Green, Herbert Noble, Rev. George M. Cummings, T. B. Beall, John M. Thompson, F. Egerton Powell, Dr. Wirt A. Duvall, James D. Iglehart, Edgar A. Vey, Edward T. Clark, Mayor Gordon H. Claude of Annapolis, T. West Claggett, L. B. Keene Claggett, Otis H. Draper, Jesse H. Ramsburgh, Robert H. Williams, George Forbes, Levi T. Hecht, Prof. A. W. Woodcock, J. T. H. Wyse, Arthur DeP. Valk, Dennis J. Thompson, Henningham Gordon, James M. Munroe, Sprignal P. Wiley, Samuel G. Townshend, Jr., George A. Frick, Peter H. Magruder, William C. Devecmon, John S. Strahorn, James A. Fechtig, W. Thomas Kemp, Robert Pennington, Lieut. E. Berkely Iglehart, U. S. A.; Richard J. Duvall, John L. Chew, John Wirt Randall, Ridgely P. Melvin, J. Vincent Jamison, Charles H. Schuster, Joseph R. Pennell, George W. Wileox, E. T. Lawrence, Irving D. Ireland, Daniel R. Randall, Walton H. Grant, Philip H. Harrison, William A. Strohm, W. B. Chicester, E. Earle Hearn, E. H. Worthington, H. O. Ridgely, George M. Register, Edwin H. Brown, Jr., Walter I. Dawkins, James D. Hamill, W. P. Norris, Lieut. W. Garland Fay, Marine Corps; L. S. Blades, John M. Green, E. O. Halbert, E. D. Padgett, Howard C. Hill.

Ex-Governor Edwin Warfield, Dr. Thomas Fell, and all the visiting educators were the guests of the Alumni Association.

Commencement Day

WEDNESDAY, JUNE 16.

The procession formed in the College Library, Woodward Hall, and included all the visiting delegates, in the order of the founding of their respective institutions, the Board of Visitors, candidates for Honorary Degrees, the Graduating Class, and the Faculty of the College, and proceeded thence to the Gymnasium, where a suitable stage had been erected.

The visiting delegates were as follows:

1636	Harvard University..Prof. Percival Hall, Gallaudet College, Wash.
1693	William & Mary College.....Pres. Lyon G. Tyler.
1701	Yale University..Prof. W. Woolsey Johnson, U. S. Naval Academy, Annapolis, Md.
1740	University of Pennsylvania..Prof. Wm. Romaine Newbold, Phila.
1749	Washington & Lee University.....Pres. George H. Denny.
1754	Columbia University....Dr. Marcus Benjamin, Washington, D. C.
1766	Rutgers College.....President W. H. S. Demarest.
1776	Hampden-Sidney College...W. H. Whiting, Jr., Acting President.
1782	Washington College.....Prof. James Roy Micou.
1787	Franklin & Marshall College.....President John S. Stahr.
1788	Dickinson College.....President Geo. Edward Reed.
1789	Georgetown University.....President Joseph Himmel, S. J.
1793	Williams College.....
1794	Bowdoin College..Hon. D. S. Alexander, House of Representatives, Washington.
1802	U. S. Military Academy.....Gen. J. Franklin Bell, U. S. A.
1812	Princeton Theological Seminary...Rev. Prof. Wm. P. Armstrong.
1812	Hamilton College.....Rev. Alexander Alison, Princeton, N. J.
1819	Norwich University..Hon. F. H. Plumley, House of Representatives, Washington.
1819	Colgate University.....President Wm. H. Crawshaw.
1821	Amherst College.....Professor A. J. Hopkins.
1823	Trinity College.....Rev. Romilly F. Humphries, Baltimore.
1825	University of Virginia.....
1830	Randolph-Macon College.....President R. E. Blackwell.
1830	New York University.....
1833	Delaware College.....President Geo. A. Harter.
1833	Haverford College.....Professor L. W. Reid
1837	University of Michigan.....
1839	Virginia Military Institute.....Superintendent E. W. Nichols.
1840	University of Notre Dame.....

1845	U. S. Naval Academy.....	Capt. Chas. J. Badger, U. S. N., Supt.
1845	Tulane University...	Prof. C. V. Cusachs, U. S. N. A., Annapolis.
1846	Bucknell University.....	President George H. Harris.
1851	Northwestern University.....	President A. W. Harris.
1852	Loyola College.....	President F. X. Brady, S. J.
1860	St. Stephens College.....	President George B. Hopson.
1861	Vassar College.....	
1864	Gallaudet College.....	President E. M. Gallaudet.
1864	Massachusetts Agricultural College.....	
1864	Massachusetts Institute of Technology..	Professor A. N. Brown, Annapolis, Md.
1866	Lehigh University.....	President Henry S. Drinker.
1867	University of Illinois.....	President E. J. James.
1868	University of the South.....	
1868	Cornell University.....	Professor Hiram Corson.
1869	Swarthmore College.....	Professor A. C. Humphreys.
1876	Johns Hopkins University.....	President Kirby Flower Smith.
1880	Maryland Agricultural College.....	President R. W. Silvester.
1883	The Woman's College of Baltimore..	President E. A. Noble, D. D.
1891	Leland Stanford University.....	Dr. Reinhart Cowles.

ORDER OF EXERCISES.

Reading of Scripture by.....	Rev. David H. Martin, Laurel, Md.
Invocation by.....	Rev. E. B. Niver, Baltimore, Md.
	Music.

ADDRESS

BY GENERAL J. FRANKLIN BELL, U. S. A.

Mr. President, Members of the Faculty, Members of the Alumni, Graduating Class, Ladies and Gentlemen:

When I was a young boy, I once paid a compliment to an old gentleman of whom I was very fond, and patting me on the shoulder, he replied: "Well, my boy, that is flattery, but I like it; I like it." In the same way, I want you to know that I like and appreciate the generosity of your reception, because it is inspired at least by a desire to be kind and courteous.

Being a soldier, I presume I am expected to talk of war, and like all soldiers who have had experience, I am not a glutton for war. The misery, suffering and hardships inflicted on the innocent and inoffensive should make war odious in the mind of any right thinking man. War is not odious to the soldier for any other reason. But no man with a heart worth having can see the effects of war without hoping we never shall have war again.

But, ladies and gentlemen, we are not living in paradise, and the millennium has not yet come. Until the millennium does come, unfortunately, there will be occasions when men who love their country, who honor its institutions, who are willing to defend its interest, feel they can do these things in no other way than by taking up arms.

We frequently hear people advocating arbitration, and advocating disarmament. Though I am a soldier, I yield to none on this proposition. Beyond the shadow of a doubt, arbitration will reduce the number of wars very materially. With the advance of civilization, and with the increase of the sympathetic feelings which nations have for each other, it has become impossible for nations to go to war with each other except to uphold national honor and national interests. Nations, ladies and gentlemen, are not altruistic, in fact, the government of a nation is expected to look after the interests of its own people, and it would not be a government worthy of the name if it thought of sacrificing the interests of its own people on behalf of those of any other nation. The United States comes nearer being an altruistic nation than any other on earth. The United States frequently sacrifices its own interests when it means simply money for the sake of the interests of other people. It has done this more than once.

There will always arise occasions when disputes cannot be settled in any other way than by appealing to the sword. Let us consider for a moment. A band of colonists once raised the cry that taxation without representation was wrong. Suppose that question had been submitted to arbitration. Arbitration boards are sworn to decide according to the law. Why, there was no law which made taxation without representation illegal. Taxation without representation, at that time, existed all over the face of the earth. That question could not have been decided except against the colonists. Does any one doubt the beneficence of the result of the appeal to arms on that occasion?

Take a later case, when a nation divided on the theory that it was wrong for one man to own another. Could that question have been settled by arbitration? Had not the Supreme Court of the United States just decided in the Dred Scott case that slaves were property legally owned. I believe there is not one in this audience who will dispute the wisdom and the beneficence of the decision upon that question.

Come closer to our own day. Suppose the difficulty between the United States and Spain had been submitted to arbitration. Had the United States, on any other basis, except to secure to humanity its dues, the right to interfere in the administration of Cuba? Could any board of arbitrators have rendered any other decision except that Spain had a right to govern her own colony in her own way. Does any one doubt for an instant the beneficent results of an appeal to arms on that occasion? There is only one way yet known in which such questions can be settled and that way is by an appeal to the sword.

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National interests usually resolve themselves into questions of trade. It takes a very strong justification for nations to go to war with each other but every nation on the face of the earth is considered by every man, by every woman, and by every enlightened person as being perfectly justified in fighting for the protection of its own interests. A

nation that has not the courage to fight for its own rights will not long retain any rights to fight for, and ought to go out of existence. And so there is no disgrace, there is no discredit attached to the profession of a man who offers himself to serve his country when the country needs his services.

Referring to the question of trade, I will cite a few instances which are applicable. For instance, if England today had its commerce with the outside world completely cut off, the people of that island would begin to suffer with hunger, and if it were cut off for six weeks, the people would begin to die of starvation. If the trade of England were destroyed, and it were not able to resume that trade, all manufacturing industries—everything would have to stop work, it would not be more than six months before all the people would be starving, and why? Because the country has become so densely overpopulated. Now, there are other countries which might be said to be in the same category.

We have such a boundless country that we do not stop to think that some time possibly we will be overpopulated ourselves. But take the statistics of the Immigration Bureau, and note the annual increase of population; count the number of acres of arable land we have, and it is only a question of simple arithmetic to ascertain how soon this country will become such.

Are we looking to such questions? Are we pursuing a wise policy in order to lay a foundation of such power as will enable us to stand in the markets of the world the equal of any other nation? Ladies and gentlemen, in such questions one needs to be especially forewarned.

We are all proud of the trip which our fleet recently made around the world, and do you know if it had been in a time of war it is exceedingly doubtful if the fleet could have gone from the Atlantic to the Pacific at all, and if it had succeeded it would not have arrived in good condition; because in time of war we cannot hire colliers from other nations to carry coal; because in time of war we cannot enter neutral ports, nor can we buy coal even from our best friends.

Is there any other nation that could have performed that feat? Yes—one—England, only. England took possession of the Falkland Islands and she has had to fight several wars to retain them, but she saw in those islands an invaluable possession, and now she is building there a first-class naval station.

Nations must see into the future and must take cognizance of what must happen in the future. . . . Look at Alaska. Everybody thought that Mr. Seward, Secretary of State, was an idiot when he paid \$7,000,000 for this waste of ice and snow which in the last ten years has produced something like \$300,000,000.

There are two places where the United States may some time have to fight in order to get its share of the trade. There may be others but I mention these two. South America and China. I will not consider South America. Let us consider, for a moment, China. Do you know

that notwithstanding the fact that the foreign trade of China has only been scratched along the coast, that the harbor of Hong Kong has the largest tonnage in the world. Up to ten or twelve years ago, China had not a railway leading into the interior of the Empire. All the goods and articles of commerce that were transported to the interior of China were conveyed on wheelbarrows pushed by men. They were so influential that they have held back the railway development of China. The trade, now, however, is increasing in leaps and bounds.

Now, ladies and gentlemen, do you imagine that the rest of the world is going to give the United States its share of that trade for nothing, just as a free gift? The United States has got to be prepared to demand and get it by having power behind its demands to enforce them. No question about that, and so with the trade in South America.

Now what has this to do with this Institution? Well, it has this, ladies and gentlemen. The Anglo-Saxon race has inherited a natural suspicion and a lack of confidence and distrust in a standing army. But we need military force. We need something which the Government can call on when necessity arises. Whence must it come? From the citizen soldier. The time is pressing when it is necessary to have professional soldiers. The profession of a soldier is one that has to be learned, and the best time to learn it is while one is young. Now, this Institution has been, for many years, turning out graduates who, when called on to take a full part in any military affair, have never been found wanting. . . . Let me say that if West Point, which is universally acknowledged to be the best military school on earth, had had the difficulties to contend with which this Institution has successfully overcome, who can assert that its product would have been more creditable than has been the product of this Institution? You have indeed much to be proud of. . . . Now, I have mentioned the citizen soldier—mentioned the excellent work which this Institution has for many years been doing, and what does that mean? It means simply this, that a man in order to be an officer in the army must be educated for the business. And it is a pity if the authorities of this great State do not realize what an asset they have in these young men in making officers and soldiers.

Last year, assisted by Dr. Fell and the presidents of a few other institutions, we drafted a law to be introduced in Congress, which proposed to pay for each of a hundred students . . . and only five institutions were selected because of their character, and because of the value of the work they were doing, and this Institution was one of the five.

I am sure you will excuse me for closing with one anecdote that has a flavor which will be recognized here. A young negro girl went with her mistress from the South to a Northern watering place, and soon after her arrival was invited to a ball. Upon her return from the ball her mistress saw that she was displeased about something, so she said to her, "Why, Maria, what is the matter? What are you so put out about?" "Why," said Maria, "one of dem black niggers done in-

sulted me. He came up to me and asked me, 'Miss Maria, ain't your programme done been full yet,' and I 'clare to goodness, I had eaten only one plate of ice cream.'

Now, observing that your programme is full, I would be an inhuman wretch if I took more of your time.

Music.

Then followed brief congratulatory addresses, as follows:

BY PROFESSOR HALL, WILLIAM AND MARY COLLEGE.

Mr. President, Gentlemen of the Board of Trustees and Faculty, Students of the College, Ladies and Gentlemen:

I bring you today the greetings and congratulations of the College of William and Mary. The ancient College of King William and Queen Mary tenderly greets King William's School now developed into St. John's College. Williamsburg, the City of William, greets Annapolis, the City of Anne. Leah greets Rachel.

Many are the links that bind together our two ancient colleges and our venerable Commonwealths. We are sprung from the same stock. We hold the same traditions. In your veins as in ours courses the blood of the Cavalier and the Puritan, those two mighty civilizations which have together built up our great republic. Francis Nicholson, one of the founders of William and Mary, was the founder of King William's School. He moved your Capital from St. Mary's to Providence, now Annapolis; ours, from Jamestown to Williamsburg. He was twice Deputy Governor of Virginia, and, after his ardent temperament stirred up great commotion in Virginia, was sent here as your Governor. Ardent in politics and in religion, he was also a most ardent lover. Rejected by one of the belles of Virginia, he swore that, if she married any other man, he would kill three men: the groom, the minister that performed the marriage ceremony, and the justice that issued the license. Suspecting that the minister of Hampton Parish favored another suitor, he walked up to him one day and knocked off his hat.

Again I say William and Mary sends her love and her greetings to her younger sister, St. John's College. The mother of colleges, in her antecedents older than even Harvard herself, feels a just pride today in this gathering of her daughters. She congratulates them all, wishing them God-speed. Especially tender is her feeling towards this noble seat of learning founded by the colonial fathers of Maryland. Her heart warms towards the small college, who like herself has been engaged in the making of men and the creation of great ideas and great ideals. Jefferson, you remember, tells us, "Whatever I am, I owe it to William Small, professor in William and Mary College."

In a recent issue of one of our magazines, the question was raised, "Shall the small college live?" We are often told that the small college must die, must be squeezed out of existence between the high school

and the university. God forbid! Let not such a character-building force perish from the earth. Is there room for the small college? Does it justify its right of existence? Yes, we answer, a thousand times, Yes. The small college shall live, as long as Dartmouth has her Webster, St. John's her Key and her Pinkney, William and Mary her Jefferson, her Monroe and her Marshall, and as long as men are not manufactured but created by the breath of God.

BY PRESIDENT JOSEPH HIMMEL, S. J., GEORGETOWN UNIVERSITY.

It gives me great pleasure, in bearing the congratulations of Georgetown University to St. John's College, on the completion of 125 years of service, to dwell on the tie which, it seems to me, binds the two institutions together in an exceptional way.

Not only am I, the President of Georgetown University, also an alumnus of St. John's College, but, in the years gone by, when the Jesuit College at Georgetown was founded, it was by Archbishop Carroll, who was also the first president of the Board of Visitors and Governors of St. John's College.

It is, therefore, with more than formal courtesy that the institution over which I preside sends her greetings: It is, rather, as a *sister* college, claiming a kind of *blood* relationship in origin, typifying that spirit of tolerance for which Maryland has become a byword of honor in the land.

Georgetown, therefore, of all the colleges honoring the occasion, has, possibly, most reason to praise and thank the Providence which has given St. John's strength to endure for so many years, and to wish for her a glorious future.

BY DR. MARCUS BENJAMIN, COLUMBIA UNIVERSITY.

In 1754, just thirty years before this College came into existence, King's College was founded in New York City. Subsequent to the times of the War of the Revolution that institution of learning became Columbia University.

I have the honor on behalf of your older sister in learning to extend to you cordial congratulations on your One Hundred and Twenty-Fifth Anniversary. It is to be regretted that President Butler found himself unable to be present on this occasion, but I am sure that were he here he would recall with words of graceful appreciation the fact that Columbia's greatest president, Frederick A. P. Barnard, was an honorary alumnus of this college. As one who has followed science as a profession I cannot but congratulate you on the fact that John Henry Alexander, perhaps the foremost of those among your Alumni who have pursued science was a friend and contemporary of President Barnard's.

I have the honor on behalf of my Alma Mater to extend her most hearty felicitations to you on this occasion.

DR. GEORGE EDWARD REED, PRESIDENT OF DICKINSON COLLEGE.

Mr. President, Gentlemen of the Board of Trustees, Members of the Alumni, Ladies and Gentlemen of Annapolis:

I have been in Annapolis for nearly twenty-four hours now, with very little sleep. During this time, I have heard a great deal about St. John's College. And I have very much the feeling of the Queen of Sheba, when she had seen all of Solomon's wisdom, and all his glory,—the glory of his kingdom. All that she could do was to bow her head and say that the half had not been told. And that is the feeling I have, Mr. President, after listening for twenty-four hours on this occasion. And I am persuaded that the half has not been told about St. John's.

When we walk around these ancient buildings, we feel that we are in the presence of antiquity. St. John's is claiming about everything for the future, and General Bell put a climax on the whole business when he said that West Point was hardly in it with St. John's. Ladies and gentlemen, I would like to know what else there is to live for; and the St. John's boys, these undergraduates, sit here and take it all in as if it were true. They believe it from the depth of their soul.

I heard a story some time ago of a St. John's man who had a dream. He dreamed of paradise. He asked the keeper at the pearly gates for admission to heaven. The gate keeper said to him: "Where do you hail from?" "From St. John's College, Annapolis." "Well, you can't come in here." He felt very badly, but stood by and watched others as they came up. Soon a man came up and asked for admission. "Where are you from?" "I am a Harvard man." "Well there are plenty of Harvard men in here. You may come in." Then he saw a Yale man come up. "Yes, you can come in. There are plenty of Yale men in here." Then a Princeton man came up, and one from William and Mary, only one; then one from Dickinson, and all were admitted. The St. John's man then walked up to the keeper and asked how it was that a Harvard man, a Yale man, a Princeton man, a William and Mary man, a Dickinson man, all could enter but not one from St. John's. "Well, sir," said the guardian, "we only admit here men whose condition require further improvement."

The College which I have the honor to serve celebrated her One Hundred and Twenty-Fifth Anniversary a year ago, and the occasion was graced, more than graced, it was adorned by the presence of Dr. Fell, and very reluctantly Dr. Fell yielded the point that Dickinson was one year older than St. Johns. . . .

Now, I desire on the part of Dickinson College, to express congratulations on the history of these 125 years, and the great achievements you have successfully performed. Dr. Fell, on this occasion, has received a great deal of praise, and I believe he must have grown fifteen years younger during the last twenty-four hours on account of the many good things said concerning him and his administration. . . . I am a married

man. A wife is an expensive luxury but a good thing. I think you ought to rise and give a cheer for the President's wife. I am convinced that she is the power behind the throne. The fame and glory belongs to her as well as to Dr. Fell.

Now, just one word for the old College. I congratulate the old College because it seems to stand for some good. You have been a College of the old fashioned sort. I heard with regret that you are going to introduce engineering in this College. . . .

But we want men of culture—that kind of culture that you get in colleges like St. John's. We want to develop men who shall be splendid men in the great qualities of leadership in the State of Maryland. Men who are not working for money primarily but working for the good of humanity and content to lead lives of comparative poverty as gentlemen.

I am glad to feel that St. John's stands for another thing. In the historical sketch concerning the College on the first page of this pamphlet I read that an Act was passed in 1671 by the Legislature for "founding and erecting a school or college for the education of youth in learning and virtue" and further that the Act recites that the school was established for "the propagation of the Gospel and education of youth in good letters and manners."

Ladies and gentlemen, I hope the day will never come in the colleges and universities of the country when the great and essential principles of religion shall fail to be emphasized in the life of these institutions. We cannot put too much emphasis on the importance of religion in the life of colleges and universities of the United States, and I hope St. John's will emphasize this in the future.

. . . The hero of college life in our days apparently is not the successful scholar, not the valedictorian, but the man who is the best baseball player, or the man who can make the best center rush on the football team. The boys will get up at two o'clock in the morning to welcome the return of their victorious team, but where is the one who will put himself to any inconvenience to go and listen to a student deliver an excellent address. Brawn is good but brain is a dozen times better. We want good, stout bodies, but above all exalt a high intellectual standard.

St. John's though has stood for these things in the past and I trust she will stand for them in the future.

I present you the congratulations of the venerable College which I serve.

President Henry Sturgis Drinker, of Lehigh University, tendered the following letter of congratulation:

"Lehigh University extends cordial greeting and congratulations to St. John's College, on the One Hundred and Twenty-Fifth Anniversary of the granting of her present charter, and sends hearty wishes for a

long continuance of the good work that St. John's has done in the past for the spread of culture and the promotion of true scholarship in our land.

HENRY S. DRINKER,
President."

And said:

I have been much impressed by what I have seen here, and by what I have heard in the previous addresses of the spirit of high honor, patriotic impulse, and sterling worth, pervading St. John's College, a spirit that has come down as a precious heritage from the past, and that is cherished as an asset,—a hall-mark,—of surpassing value today.

It was, I think, Lord Eldon (and my brethren of the Bar here present will correct me if I misquote), who on being consulted as to the fitness of a candidate for a Judgeship, said: "The first requisite of a good Judge is that he shall be a gentleman; if he knows a little law, so much the better."

The students of St. John's live in an atmosphere of Southern hospitality, honor, and right-doing, in an Institution with a record inspiring high ideals in the student-body and Alumni. All honor to Old St. John's for her work in the past and example in the present. We, of the younger generation of colleges are honored to be here today to sit at her feet and draw inspiration and encouragement from her example and record.

Professor Hiram Corson, representing Cornell University, presented the following beautifully inscribed in colors on sheepskin:

"Cornell University, by her representative, Professor Hiram Corson, sends cordial greetings to St. John's College on the happy occasion of the One Hundred and Twenty-Fifth Anniversary of the granting of her Charter.

WM. A. HAMMOND,
Secretary of the Faculty."

"Ithaca, New York, June, 1909."

BY PROFESSOR KIRBY FLOWER SMITH, JOHNS HOPKINS UNIVERSITY.

In accepting the honor of an invitation to the ceremonies in celebration of the One Hundred and Twenty-Fifth Anniversary of your school of learning the Johns Hopkins University whom I have the pleasure of representing upon this occasion, desires to pay an especial tribute of interest and regard to the sister institution whose brilliant sons have so often come to us and won further distinction in later years.

To your loyal Alumni, to your many friends, to all who rejoice in a success well earned, the tale of your struggles and triumphs, the living

memory of those dauntless souls of other days by whom your long and honorable history is rendered the more illustrious, must needs be a lesson, a possession and an inspiration.

We esteem it a privilege to assure you of our hearty sympathy with your pride and joy on this memorable occasion and of our earnest wishes for the ever increasing prosperity of your institution in the years yet to come.

BY PROFESSOR JAMES ROY MICOU, WASHINGTON COLLEGE.

Mr. President, Visitors and Governors of St. John's:

It gives me great pleasure to be today the bearer to St. John's of the hearty good wishes of Washington College.

Every school boy reads in his Cicero that all the arts which make for culture have a common bond and are united by a kind of kinship.

We, therefore, who are priests in the temples of culture, must necessarily feel the warmest interest in the welfare of every shrine where incense is being offered to the gods of truth and wisdom.

But if this feeling of brotherhood did not exist between all of our colleges, certainly it should exist between Washington and St. John's. Chartered by the Legislature of Maryland within the short space of two years of each other, designed to be but parts of one whole, the University of Maryland, situated but a few miles apart, it is reasonable and right that each should rejoice at any success that the other may achieve and bemoan any loss that it may suffer.

When, therefore, during the past winter we saw in the papers the startling headline "St. John's College Destroyed by Fire," we were much grieved, fearing, in language of the historian, that one of "eyes of Greece had been put out."

It was with great relief that we learned on further investigation that only McDowell Hall had been consumed and that it would soon rise again enlarged and beautified. Certainly this happy celebration removes all uneasiness as to the future of St. John's College.

As she has sat for one hundred and twenty-five years beside the sparkling waters of the beautiful Severn, giving a mother's care to all who have come to seek her maternal blessing, so, no doubt, for many generations she will continue to teach that the life is more than meat and the body more than raiment and that any land fares ill where wealth accumulates and men decay. And while she is adding to the already long list of her sons who have gone forth to show by their lives as jurists, legislators and statesmen the value of her teachings, none of her sister colleges will wish a heartier God-speed than will Washington.

Music.

Awarding of Certificates of Distinction and Prizes

Certificates of Distinction and Prizes were awarded, and Degrees conferred, as follows, by President Fell:

Prize of \$25.00 offered by the Alumni Association of St. John's College to the Senior Class for the best Original Oration, awarded to William B. Ennis, Annapolis, Md.

President's Medal for Oratory to members of the Junior Class, awarded to Webster S. Blades, Choptank, Md.

President's Prize for Biblical Study, awarded to L. Claude Bailey, Quantico, Md.

Prize of \$100.00 for Excellence in Mathematics (Freshman Class), awarded to Philip Langdon Alger, Annapolis, Md.

Music.

Conferring of Degrees on Graduates.

BACHELOR OF ARTS.

Allan H. St. Clair, First Honor.....	Rocks, Md.
Charles Weaver, Second Honor.....	Middletown, Md.
Lloyd C. Bartgis.....	Myersville, Md.
J. Irvin Dawson.....	Leonardtown, Md.
J. Alexander Kendrick.....	Ripley, Md.
Arthur Rufus Laney.....	Cumberland, Md.
Harrison McAlpine.....	Lonaconing, Md.
Edwin Warfield.....	Woodbine, Md.

BACHELOR OF SCIENCE.

William B. Ennis.....	Annapolis, Md.
Clarence T. Johnson.....	Laurel, Md.
R. Elmer Jones.....	Lynch's, Md.
Albert Knox Starlings.....	Annapolis, Md.

MASTER OF ARTS.

J. Morgan Read.....	B. A., 1882; D. D., 1900.
Samuel M. Wagaman.....	B. A., 1893; M. D., 1901.
Emmet Earl Hearn.....	B. A., 1906; LL. B., 1909.
Alfred Houston.....	B. A., 1906; LL. B., 1909.
Lee I. Hecht.....	B. A., 1907; LL. B., 1909.

Conferring of Honorary Degrees.

The Honorary Degrees conferred, and those receiving them follow in order:

MASTER OF ARTS.

Samuel Maddox, Esq.....	Washington, D. C.
Prof. C. W. Stryker.....	Annapolis, Md.

DOCTOR OF LETTERS.

Prof. Eugene M. Hays.....	San Antonio, Texas.
Prof. E. J. Clarke.....	Chestertown, Md.

DOCTOR OF SCIENCE.

Prof. B. V. Cecil.....	Annapolis, Md.
Prof. Francis LeRoy Satterlee.....	New York City.

DOCTOR OF LAWS.

Hon. Thomas J. Morris.....	Baltimore.
Randolph Winslow, M. D.....	Baltimore.
Hon. Francis Lyne Stetson.....	New York City.
Hon. Wm. Barclay Parsons.....	New York City.
James T. Woodward, Esq.....	New York City.

DOCTOR OF DIVINITY.

Rev. E. B. Niver.....	Baltimore.
Rev. David H. Martin.....	Laurel, Md.
Rev. J. Gardner Murray.....	Baltimore.

In presenting the candidates for the Honorary Degree of Master of Arts, Professor Waddell said:

Mr. President, I have the honor to present as a candidate for the Honorary Degree of Master of Arts, Clarence W. Stryker, Bachelor of Arts of Union College, New York. In offering his name for this degree the Faculty wishes to testify to the efficient and conscientious services rendered by him.

And, also, I have the honor to present as a candidate for the Honorary Degree of Master of Arts, Samuel Maddox, of Washington, who was graduated from this College in 1871, and has since won distinction for himself in the practice of Law at the Bar of Washington, D. C. He has faithfully manifested his interest in his Alma Mater, and has been ready to serve her whenever he has had opportunity to do so.

Professor Stryker said: Mr. President, I have the honor to present to you Mr. Eugene M. Hays, who was graduated from St. John's College in June, 1890, and received the Master's Degree in 1893. Since that time he has devoted himself to the work of education, and now holds a very responsible position in the West Texas Military Academy at San Antonio, Texas. The Board of Visitors and Governors recommends him for the Degree of Doctor of Letters, in recognition of his ability and usefulness.

For the same reasons they also commend to you for the Degree of Doctor of Letters, Mr. Edward Julius Clarke, Bachelor of Arts, St. John's College, 1881, and Master of Arts, 1892, now holding the Chair of English at Washington College, Chestertown, Maryland.

Professor Bartgis McGlone then came forward and said:

Mr. President, I have much pleasure in presenting Francis LeRoy Satterlee, Jr., for the degree of Doctor of Science. He was graduated with the degree of Master of Arts in 1903, and has been a teacher and lecturer in physics, radiology and chemistry for the past nine years in connection with the University of New York. He has also been the inventor of scientific apparatus of a most original and useful character in the department of radiology.

In introducing Professor B. Vernon Cecil, Lieutenant Iglehart said: It gives me great pleasure to present to you for the degree of Doctor of Science, Professor B. Vernon Cecil, Bachelor of Arts, 1890; Master of Arts, 1897; Professor of Physics and Chemistry since 1896, and Vice-President of St. John's College.

The Board of Visitors desires to express their appreciation of his services, and to recognize the ability with which he has performed the duties of his chair. He has done much to promote the attachment of students to their Alma Mater by actively aiding them in their athletic and other college organizations.

The following were Professor Cecil's remarks in introducing the Honorable Thomas John Morris:

Mr. President, I have now the further pleasure of acting for the Board of Visitors and Governors in presenting to you the Honorable Thomas John Morris, of Baltimore, on whom they wish to bestow the degree of Doctor of Laws, in recognition of his distinguished attainments and qualities. Judge Morris is a Bachelor of Arts and Master of Arts of Harvard University, Vice-President of the American Unitarian Association, and a member of the American Bar Association. He was a delegate to the Universal Congress of Lawyers and Jurists held at St. Louis in 1904, and is now Vice-President of the Enoch Pratt Free Library of Baltimore and Trustee of the Johns Hopkins University of the same city. He has been United States District Judge for Maryland since 1879.

In presenting Mr. Francis Lynde Stetson, Professor Cecil said: I have the further honor of introducing to you Mr. Francis Lynde Stetson, attorney-at-law of New York City, whom the Board of Visitors and Governors take pleasure in recommending for the degree of Doctor of Laws, feeling it an honor to create a tie which will bind one so distinguished as he to the College as an alumnus. Mr. Stetson is a Bachelor of Arts and Master of Arts of Williams College, and Bachelor of Laws of Columbia University. He is senior member of the law firm of Stetson, Jennings and Russell, practising in connection with the largest financial interests, and director in many important financial companies. He is a trustee of Williams College and a member of the Phi Beta Kappa Society and the Alpha Delta Phi Fraternity.

The following were Professor Cecil's remarks in introducing Mr. William Barclay Parsons: I have much pleasure in introducing to you

Mr. William Barclay Parsons, of New York City, Bachelor of Arts and Civil Engineer of Columbia University. Mr. Parsons was Chief Engineer of the New York Subway from 1894 to 1905; he was a member of the Isthmian Canal Commission in 1905. Is now Trustee of Columbia University, Vestryman of Trinity Parish, New York, and a member of the American Society of Civil Engineers and of the Institute of Civil Engineers of Great Britain. He is the author of numerous professional works, and is endorsed by President Butler of Columbia University and by other prominent men.

In recognition of his distinguished services, not only in his own profession, but through it to the Nation at large, the Board of Visitors and Governors desire to honor him with the degree of Doctor of Laws.

In introducing Dr. Randolph Winslow, Professor Cecil said: It gives me much pleasure to introduce to you Dr. Randolph Winslow, of Baltimore, Bachelor of Arts and Master of Arts of Haverford College, and Doctor of Medicine of the University of Maryland. He is Professor of Surgery in the University of Maryland, and author of many treatises on different branches of surgery, as well as of interesting articles on travel, both in this and in foreign countries. He is noted for his skilled practice in his special branch of the science of medicine.

In presenting him for the degree of Doctor of Laws, the Board of Visitors and Governors desire to recognize the active interest he has manifested in promoting the welfare of St. John's College.

The Honorable Henry D. Harlan, LL. D., of Baltimore, next arose and said:

In the name of the Board of Visitors and Governors of St. John's College, it is my pleasure to propose to you one whose services to the College alone would entitle him to recognition at her hands, but whose other distinguished qualities I will briefly outline.

Mr. James T. Woodward, of New York City, is the President of the Hanover National Bank and director in many financial institutions. As head of the Clearing House Association of New York he took a prominent part in controlling the financial crisis through which we have recently passed, and in averting national disaster. His reputation as a financier is such that in negotiations preceding bond sales by the United States Treasury, and in the determination of national financial policies his views are influential and earnestly sought after by the Government.

But he has a broader sphere of influence than that which he fills even as the president of a great bank. By his generous gifts to churches and to educational and charitable institutions he has performed a work of inestimable value in his native State of Maryland. He has taken an active part in the discussion of civic and national questions and has shown a deep interest in the cause of education.

Thus, in many spheres of action, he has served well his day and generation.

I ask that the College mark its appreciation of this by conferring on him the degree of Doctor of Laws.

The Honorable John Wirt Randall, LL. D., of Annapolis, said:

Mr. President, the honor of presenting to you the candidates for the degree of Doctor of Divinity has devolved upon me, and it is with great pleasure that I bring before you the names of the following gentlemen, and their distinguished characteristics, which have led the Board of Visitors and Governors to desire to express their appreciation of the same by bestowing upon them the degree of Doctor Divinity.

The Rev. Edwin Barnes Niver, of Baltimore, is a Bachelor of Arts of Brown University (1893) and Master of Arts of George Washington University (1895). He is also Bachelor of Divinity of the Episcopal Theological Seminary of Cambridge, Massachusetts (1892). He served as Curate at St. Paul's Church, Providence, R. I., from 1892 to 1894 and at Christ Church, Baltimore, from 1894 to 1897. While still holding the last named position, in 1897, he was elected Rector of Christ Church, and is still holding that position. He has been a delegate to several of the General Conventions of the Protestant Episcopal Church, Chairman of the Committee on Missions for ten years, Trustee of the Church Home and of the Hannah More Academy, the Diocesan School for girls, is Chaplain of the Naval Brigade, and Chairman of the Trustees of the Cathedral Foundation of the Diocese of Maryland.

The Rev. Daniel H. Martin, of Laurel, Maryland, is a graduate of Drew Theological Seminary (1898) and is now a member of the Baltimore Conference of the Methodist Episcopal Church. He became a Deacon in 1900, and an Elder in 1902.

The Rev. John Gardner Murray, of Baltimore, received his early education at Wyoming Seminary, Kingston, Pennsylvania, and his theological training at Drew Theological Seminary. He was made Deacon in 1893 and Priest in 1894, and became Rector of the Church of the Advent, Birmingham, Alabama. In 1903 he was called to the Rectorship of the Church of St. Michael and All Angels in Baltimore, and is still holding that position, though elected to be the Bishop Coadjutor of the Diocese of Maryland, at the recent Diocesan Convention in May last. He has twice previously been elected to the Episcopate, but each time has declined. He is Archdeacon of Baltimore, and a member of the Standing Committee of the Diocese. Having been, myself, a member of the Convention which elected him to the high honor of the Episcopate, it is with exceptional pleasure that I now present him to you for the distinction of the degree of Doctor of Divinity.

Address to Graduates

BY PROF. WM. ROMAINE NEWBOLD, PH. D.,
University of Pennsylvania.

Mr. President, Ladies and Gentlemen:

It gives me great pleasure to appear before you today as a representative of the University of Pennsylvania and to extend to St. John's College the greetings and good wishes of my own Alma Mater upon this auspicious occasion. Your President has already alluded to the link which has in the past connected the two institutions, and I am glad to feel that the ancient tie is not forgotten, and that as an alumnus and representative of the same institution which gave you your first president, I have received from you today a warmer welcome because of the services which he rendered you and the honor in which you hold his name.

In reading over the history of St. John's College I have been impressed by the striking parallel between its foundation and development, and that of the University of Pennsylvania. Both institutions were established primarily, not to train men for the ministry, as were Harvard, Yale, and Princeton, but to provide a liberal education for the boys of the Colonies. Both were founded as academies, although St. John's began her career sixty-five years before the Academy of Philadelphia was founded by Franklin. Both were later transformed into colleges, and although St. John's has not yet taken the third step, that which parts the college from the university, it is only because that step has not been found necessary to meet the needs of the community in which she is situated.

There are in the lives of institutions, as of men, occasions, birthdays perhaps, or the anniversaries of unusually important steps, when a review of the past, and an appreciation of the present seem especially appropriate. We have reached today in the life of St. John's College such an occasion, but you will, I trust, pardon me if instead of looking back upon those features in the history of St. John's which distinguish her from other institutions of learning, I direct your attention rather to those which she shares with many others, and especially to the one which she shares in a peculiar way with the University of Pennsylvania. We both were founded expressly to provide a liberal education for those who wanted it. Have we done so? Are we doing so? And what of the future? Is the intention of our founders still our intention? Or are we finding it an unpracticable or at least a less desirable end than other ends which are now forced upon us?

What this liberal education of our founders was, you all, I have no doubt, know well. At that time practically all the learning which had been accumulated by man in the course of his long and toilsome ascent from barbarism to civilization, and by far the greater and most precious

part of his literary and artistical heritage, were locked up in the Greek and Latin languages. As a matter of course, therefore, the study of Latin and Greek was the chief element in a liberal education. The study of mathematics was also admitted, largely because Plato had taught that it afforded the best available mental training. Logic was usually admitted, some times a little philosophy and rhetoric, and usually some study of the Bible and Christian evidences. It was all very simple, and probably no better scheme could then have been devised.

But in the last one hundred and fifty years the life of civilized man has passed through changes more profound and far reaching than had been witnessed by any thousand years of his previous history. Indeed, in the whole expanse of recorded history there are but two events, in the purely secular field—namely the invention of printing and the discovery of America—which exceed in importance any one of a half dozen or more of the achievements of the last century and a half. Our great-grandfathers witnessed the invention of the steam engine and its application to industry, our grandfathers saw its application to transportation by water and land; our fathers saw the introduction of the telegraph and the linking of the continents by submarine cables; we have seen the development of electric lighting, and the invention of the telephone; you of the rising generation have yourselves witnessed the discovery of the wireless telegraph; you have also witnessed the perfecting of the explosive engine, which alone has made possible the power boat, the automobile, and within this last year has at length transformed into reality one of man's most cherished dreams,—the mastery of the air.

Every one of these inventions, both directly and indirectly through the demands which it makes upon other workers, has created new industries which give employment to vast armies of men. And yet I have not enumerated a hundredth, nor a thousandth part of the inventions, the applications of science to the satisfaction of old or of hitherto unfelt wants, which have transformed industrial life in all civilized lands, and have called into being hosts of workers who could have found no place in the relatively simple social organization of our ancestors. And from every one of these industries, whether old or new, came an imperative demand for trained men, men possessed in a very high degree of special knowledge, fitted to lead those armies. Where were such men to be had? Our old system of liberal education could not provide them. If they were to be provided at all, it must be, either by the creation of new educational instruments, or by the adaptation of the old to ends for which they were not originally designed. Both methods have in fact been adopted, but I shall direct your attention to the second only.

The colleges and universities of America rose to the occasion. In almost every institution of our land new courses, new departments, were created, designed to meet the new needs, and the end is not yet.

The effect of this step upon the institutions as wholes has been astonishing. Colleges that had pursued the same even course for generations without material growth in numbers of students, have ex-

panded into great universities with hundreds of professors and thousands of students upon their rolls. But what has been its effect upon the old liberal course of studies which many of these institutions were originally founded to provide?

In the first place, the older branches of learning, Greek, Latin, Mathematics, Philosophy, have been immensely benefited by the introduction of improved methods of investigation and of teaching. We have better teachers, more courses, better lexicons, grammars, and texts, and in consequence it is possible today to get a better knowledge of these subjects in any American college than it was even fifty years ago.

In the second place, the older scheme of studies has been enlarged by the introduction of new branches. Elaborate provisions have been made for the teaching of English literature and philology, of French and German, Italian, Spanish, Hebrew, and other languages and literatures, of history in all its divisions, of physics and chemistry, of botany and zoology, of political economy, political science, sociology, finance, international law, ethics, psychology, aesthetics, the fine arts, and so on. It is true that the introduction of each one of these new branches into the liberal course of study was nearly always vigorously contested by the representatives of the older subjects, upon the ground that the new subject was not really "liberal." The new subject nearly always succeeded in getting in, and it usually endeavored to prove its right to the magic adjective "liberal," but I am afraid that these contests have to some extent obscured to the minds of many what that word really means.

As a result of this enormous expansion in the work offered by the college, it has become impossible for any student to take it all. The student must select some to the exclusion of others. But as yet no principle of selection satisfactory to all has been discovered. Some urge that certain studies should be given the preference because they are more "liberal" than others, thus renewing the old battle at a second line of defenses; others claim that the principle of utility should rule, that is to say that the student should select those studies which will be most useful in his future career, and so on. I shall not weary you with too many technical details, for these problems are familiar to you all, and the two which I have named are sufficient to bring the whole question before you.

But all observers are, I believe, agreed that in our modern colleges the drift has set in definitely and strongly away from the old subjects of study. Latin and Greek in particular are neglected more and more. Mathematics holds its own and even gains ground, because of the fact that it is essential to the prosecution of almost every branch of physical science. Rhetoric still has a place; philosophy, which is my own subject, is sharing the fate of Latin and Greek. And so we often hear it said that the American college is being transformed into a quite different institution, and that "liberal culture" will in the course of a generation

or two be wholly extinct. In other words, that we have definitely abandoned the ideal which our founders proposed themselves when they created the institutions for whose destiny we and our colleagues are now responsible.

Is this charge true? I think not. A liberal education does not consist in pursuing any given group of studies, be they Latin, Greek, and mathematics, or any others whatsoever. Have you not often met men who had been trained in these subjects, and yet betrayed hardly a trace of that culture which is acknowledged by all to be the proper outcome of a liberal education? And on the other hand, have you not often met men who had had no such education and yet possessed cultivated minds in the best sense of the word? Some subjects are, it is true, especially well adapted to be made the means of conveying a liberal education, and Latin, Greek, and mathematics are among them, but they are not the only ones. Indeed, there are scarcely any subjects which may not convey a liberal culture to minds fitted and anxious to receive it. Wherein then lies the essential distinction between an education which is liberal, and one which is not?

It lies, first, in the motive which prompts and sustains its pursuit, and secondly in the methods which that motive necessarily suggests. The motive, the only motive which can ever lead a man to liberal education and true cultivation of mind, is the desire to know, the spirit of pure scientific curiosity. The mind that thirsts for learning will find what it desires in the most forbidding surroundings, and will press its way onward to its end in face of the most formidable difficulties. The mind that is dead to the things of the spirit, and alive to the things of sense only, that cares for nought but money, and position, and power,—or shall we say, for athletic distinction, elections to the best fraternities, and plenty of time to loaf with the boys, will never by any possibility acquire true cultivation. The best teachers may spread before it all the learning possessed by man it will all be in vain. As our homely proverb has it, you can drive a horse to water, but you cannot make him drink.

In the second place, the methods to which these motives prompt are radically different. Let me give you a few illustrations. A boy goes to college because his parents wish him to, or because it's the proper thing to do, or because Tom, Dick, or Harry whom he knew at school have gone and say it's lots of fun and not much work, or because it permits him to delay going into business for four years, or because he has played on his school team and sees a prospect for greater honors before a larger audience on a college team. But of intellectual interests he has none. His sole aim in college is to get through with as little work as possible. So he elects "snap" courses, if such courses are to be had, and where they are not, he devises multifarious ways—I need not name them—of evading all honest work. Will he acquire a liberal education? And does it matter much what courses he does or does not pursue?

Another goes to college because he intends to study medicine, and thinks a college course a good preparation for the medical school. And from the outset he selects with care those courses which will clearly aid him in the study of medicine. Of French and German he will take all he can get, if he has sense, for a physician must keep in touch with the progress of medicine in other lands; he will take chemistry, a little Latin, too, to help in writing prescriptions, and perhaps a year of Greek, because so many medical terms are derived from the Greek; a certain amount of chemistry, a good deal of botany and zoology. As for the rest of the course,—what interest is it to him? Now it is true that this man stands upon a much higher plane than the other. Such a selection of courses with reference to a definite end is perfectly justifiable; indeed, in most cases, it is very urgently to be recommended. But if the work be done without keen intellectual interest in the work for its own sake, and *solely* with a view to progress in his chosen profession, the student will reap from it little or no culture.

If, however, a boy goes to college because he feels that he is ignorant and desires an education, because his mind is aflame with the eager desire to know, which Aristotle ascribes to all men, the method and spirit of his work from beginning to end will be different. No matter what his ultimate end may be, no matter what the courses which he may decide to elect, he will always endeavor, not to pick up scraps of information which may some day be of service, but to *master*, so far as the time and opportunity allow, every subject which he undertakes. He will understand that in order to master any subject he must in the first place thoroughly learn its fundamental principles, those great generalizations by means of which the human mind sums up and grasps, once for all, an infinite mass of particular facts—such for example are the rules of grammar, the laws and formulae of physics and chemistry, the theorems of geometry and algebra, and so on. He will follow them also into the field of their special application, so far as is necessary to enable him to handle them aright. If he is studying sciences, which are as yet imperfect, such as history, economics, sociology, botany, zoology, psychology, which can offer him but few sound and well grounded general laws, he will nevertheless, while working over the masses of particular fact with which such sciences necessarily deal, ever be on the alert to find general principles underlying the mass of detail.

And when in any given field, he has fairly well mastered all that has been done by his predecessors, the same love of learning which is his dominant motive will impel him to press forward to the discovery of new facts and the formulation of new laws. But this stage belongs of course to a later period in his development than that of which I am speaking.

Is it not self-evident that a man who throughout his college life has been actuated by this motive and has employed these methods will reap from his four years in college a harvest that can be had in no other way? His mind will not necessarily be stuffed with facts, but it will be armed with weapons which will enable him to interpret the

past, to deal with the present, and to some extent to forecast the future. The events and phenomena of the world he lives in, in so far as they fall within the sphere of the subjects which he has mastered, will not be mere isolated facts; each will be full of meaning to him, a link in a chain, a mesh in a net, in brief a member of a system which is part and parcel of his mental life. If this is not culture, what can culture be?

A "liberal education," ladies and gentlemen, is, then, an education in *pure science*. For "science" is nothing other than systematized, generalized knowledge, and "pure science" is science or knowledge viewed as a thing in itself, quite apart from its application to practical ends. I do not mean to imply that science is forever to be kept isolated from all applications to practice, or that there is anything unworthy of the scholar's ideal in seeking practical application for his knowledge. I have often heard such views expressed; a friend of mine, for example, delights to maintain the paradoxical thesis that none but useless studies are useful in a liberal education; but I have no sympathy with it. Utility is the ultimate standard of all human activities; whatever is not useful is doomed to pass away. But we must beware of giving the words "utility" and "useful" too narrow or too low a meaning. The life of man is a complex of many tastes and instincts, suggesting diverse and sometimes conflicting ends, and prompting to many and varied forms of activity. Most of these ends and the activities which subserve them, from the aimless play of childhood, the athletic and other interests of young manhood, to the struggle for wealth, power, and distinction of middle age, have their proper place and function in human life, and we may, I think, believe that all can be harmoniously co-ordinated in such manner as to lead us to that ultimate end, for the sake of which we live and move and have our being. But it does not by any means follow that the *pursuit* of knowledge should at every step be governed by reference to some such ends as these. Many arguments might be adduced to prove that it should not, but for the present I am concerned with one only. I take it for granted that intellectual cultivation is an important end. It is not by any means the most important. The acquisition of a good moral character, for example, is far more important; indeed in many cases even the acquisition of some trade sufficient to earn a livelihood is more important. But it certainly is true that intellectual cultivation is one of the greatest blessings that can be conferred upon any man who has a mind fit to receive it, and *that* cultivation, I maintain, can be best acquired by the pursuit of knowledge, without immediate, present reference to its possible practical application.

The designs of our founders then have not been abandoned, nor have they been replaced by others. They have been modified in form in order to meet conditions which our founders could not foresee, but in spirit and intention they are still effective. For two hundred and twenty-five years the torch of learning has burned in this historic, I had almost said consecrated, spot; hither have come the sons of Maryland and the

sons of other states as well, each to light his taper at the sacred flame, and in the hands of many a one his taper's slender flame has burned ever more steadily and more brightly until its beams reached far beyond the confines of the State, even of the country. The long line of illustrious sons of St. John's College sufficiently attests the faithfulness with which the plans of her founders have been carried out in the past. Will you, Alumni and friends of St. John's, permit a stranger to ask you whether the light that has burned here so long is to be dimmed *now*, at this late date, for want of your timely aid? You all are aware of the heavy blow which fate has dealt St. John's in the course of the past winter. You know that without prompt assistance it will be impossible for her, not only to increase her usefulness and to keep pace with the growth of the State as she ought to do, but even to maintain that measure of service which she has been able to render you in the past. It is but a small sum that she requires,—surely the loyalty of her sons and the pride of the State of Maryland in one of the most ancient institutions of learning now existing in this country should prove strong enough to provide that paltry sum.

Gentlemen of the graduating class, I must in conclusion address to you a few words, more direct, more personal, than those which are meant for all friends of the higher education. This is in a very real sense *your day*, and it comes to you but once in a life time. In a few minutes these exercises will be over, and your commencement will have taken its place, with the four years of college life which have preceded it, in memory, and thereforward, forever, it will all be but a memory, rapidly receding into an ever dimmer past with the passing of the years. Yes, your college days are ended. But do not fancy that your education has ended. I remember, when my own senior year was drawing to its close, Professor Barker, who then occupied the chair of physics, made us a little farewell speech at the end of his last lecture, in the course of which he said, "Remember, young gentlemen, that although you have finished your elementary education, you are only just beginning your real education." At the time I think I believed him, in a sense, but I certainly had no such vivid realization of the truth of his words as I have now, as I review the twenty-two years that have slipped away since they were uttered. It was true; my education was but just beginning, and I do not feel that it has as yet progressed very far. I am sure you all know from your own experience something of what I mean. Have you ever felt so learned as you did in Freshman year? Have you not found that this proud consciousness, of knowing so very much, diminished in Sophomore year, diminished still more in Junior year, and still more in Senior year?

And so, I think, you will find it ever diminishing as you grow older and more truly wise. Some of you will, no doubt, devote yourselves to a life of study, others will enter the professions or business life, but whatever your calling, you may, if you will, continue to learn, and if you do, you will ever and anon catch glimpses, so to speak, down the illimit-

able vistas that lead towards the Infinite Unknown. In these moments you will feel how utterly insignificant are all the boasted achievements of the human intellect. I trust that this realizing sense of your own littleness will often be borne home to you. For today there parade among us, adorned in all the proud panoply of scientific nomenclature, many shallow theories, theories which claim to make all the deepest mysteries of the universe and of man as simple as A, B, C, capable of comprehension by the meanest intellect. Young men, and especially young men of active minds and independent spirit, full of generous enthusiasms, impatient of the slow progress of the past and eager to bring those happier days of which they dream, are I think in a peculiar sense disposed to accept these bold claims. But if you really continue the education here begun, add to your stores of fact, reach the position where you can criticize and endeavor to amend the fundamental laws and generalizations which have been deduced from these facts, you will, I am sure, become in an ever increasing degree distrustful of all short, simple, and monosyllabic explanations of the system of the universe and of the destiny of man. You will suspect that in those regions into which science has not yet penetrated, which faith claims as her own, and of which she seems to have some dim apprehension, may be found the "Great Secret" which man has sought since first he began to think. Then may you learn, where sight fails you, to live by faith, for you will, I am firmly convinced, find her a trustworthy guide, and will not in the end fail of your dearest hopes.

Haledictory Address

BY ALLEN H. ST. CLAIR.

We stand today upon the very threshold of life. As we look back over the few past years we remember that when first we began our college career, the time which must be spent in the class-room seemed long, and we looked eagerly forward to the day when we could lay aside our books and take up the duty of a more active life. But our college days, with their freedom from care, and with the precepts which they have instilled into our minds, have been very happy days to us all. All too swiftly they have flown, and now we enter upon the real journey of life,—a journey that we shall not find easy, but full of trials and vexations.

Today we stand at the fork of the roads, one leading to success, the other to failure, and now has come the time when we must choose between these two roads,—between success and failure.

Many thoughts arise in our minds. If it were possible, we would lift the veil of the future and find therein our destiny, but this is denied us; we must be content to wait to find what time may have in store for us, remembering that success is not won in a single day but that it is won through patient and earnest work.

The heights by great men, reached and kept,
Were not attained by sudden flight;
But they, while their companions slept,
Went toiling upward in the night.

The twentieth century has but lately dawned. Who knows what great possibilities lie concealed within its embrace, waiting only for the touch of man, that they may at once come forth in all their splendor. The world is ever stretching forth its hands toward the willing one, beseeching him to clasp it and to enter upon that road which leads to success. We see the wonderful things which have been accomplished during the last hundred years, and feel that the twentieth century will be of still greater achievements and opportunities. And when the opportunities present themselves to us, let us not stand idly by and let them pass into the hands of more ambitious ones, thinking that others will soon present themselves. But let us eagerly grasp each one as it appears.

Why do you stand and idly wait?
Behold! the hour is growing late;
Take thy rusty cycle down,
And labor for a fadeless crown.

One person enters life surrounded by all the advantages of wealth, another steeped in poverty, another with the heritage of a good name,

another with the gift of genius; but it lies entirely with the person himself whether he maintains that wealth, that poverty, or that good name. Some of those who in former years crossed over the threshold and began the battle of life, led on by ambition and zeal, have successfully passed through the many trials and vexations that beset, have risen step by step until they have reached that goal called success. Others with just as bright prospects have engaged in the same battle, but not possessing the same energy and determination have failed, fallen behind their fellow countrymen, and are today standing where they stood at the beginning of this journey, or have even moved backward along the line of progress. We cannot help but see the great difference between these two classes, the one which has succeeded, and the one which has failed. But let us forget the possibility of failure and take as our ideal that class which has passed through the journey of life successfully.

We have bright hopes and brilliant plans for the future, and now the opportunity has come for us to put them into practice, but in spite of this our hearts thrill with sadness when we realize that this is the last time we shall all assemble here. Our college career has ended, and all too soon has come the time when we must bid farewell to our dear Alma Mater. No more, as students, shall we traverse these halls which have become so dear to us; no more listen to the familiar yells; no more witness the contests on the gridiron or the diamond. To the students of this college, whom we have learned to know and love as brothers, we have now to say farewell. We must now leave the instructors who have guided us over the rough and thorny paths and pointed us to fields where we could unearth the gems of knowledge.

Fellow students, remember that you have the honor of a noble College to uphold. St. John's seems now to be on the eve of a more illustrious career, and it depends on you, fellow students, to make this career one that every alumnus and friend shall be proud of. You will reap the more direct benefit, and it is to your interest that you prove yourselves worthy of your Alma Mater. Our eyes will ever be upon you and we expect you to prove yourselves men, true to self and to St. John's.

Mr. President, and members of the Faculty, you have been the architects of that character building that shall develop the truest and most potent qualities of our manhood. For many of us the educational training received under your guidance will be our only capital. You have endeavored to equip us with requisites for a career of responsibility and honorable achievement. We deeply appreciate the work you have done for us, and we trust the seed you have sown now lies in fruitful soil. As we step out by your side to fight the battle of life, may you continue to follow us with kind interest and sympathy.

But by far the saddest thought to us is that the members of our class must now sever the tender chords which have bound us so closely to each other, and must now go out into the world with the loss of that

influence which our close association has exerted upon each other. Our associations here have been to us all a pleasure and a help. There have been times when some of us misunderstood each other's motives, times when perhaps we were jealous of each other's progress, but those times have passed. We are proud of the work our class has done, but let us not be content with this, but let us aim high and bring even greater laurels upon our Alma Mater. Day after day we will revive the memories of college life; day after day we shall recall incidents of our college career.

Today we have learned to know and value each other better than ever before; Today a cherished life is passing away; Today we must bid farewell to one another and enter that field of which we are now to become a part.

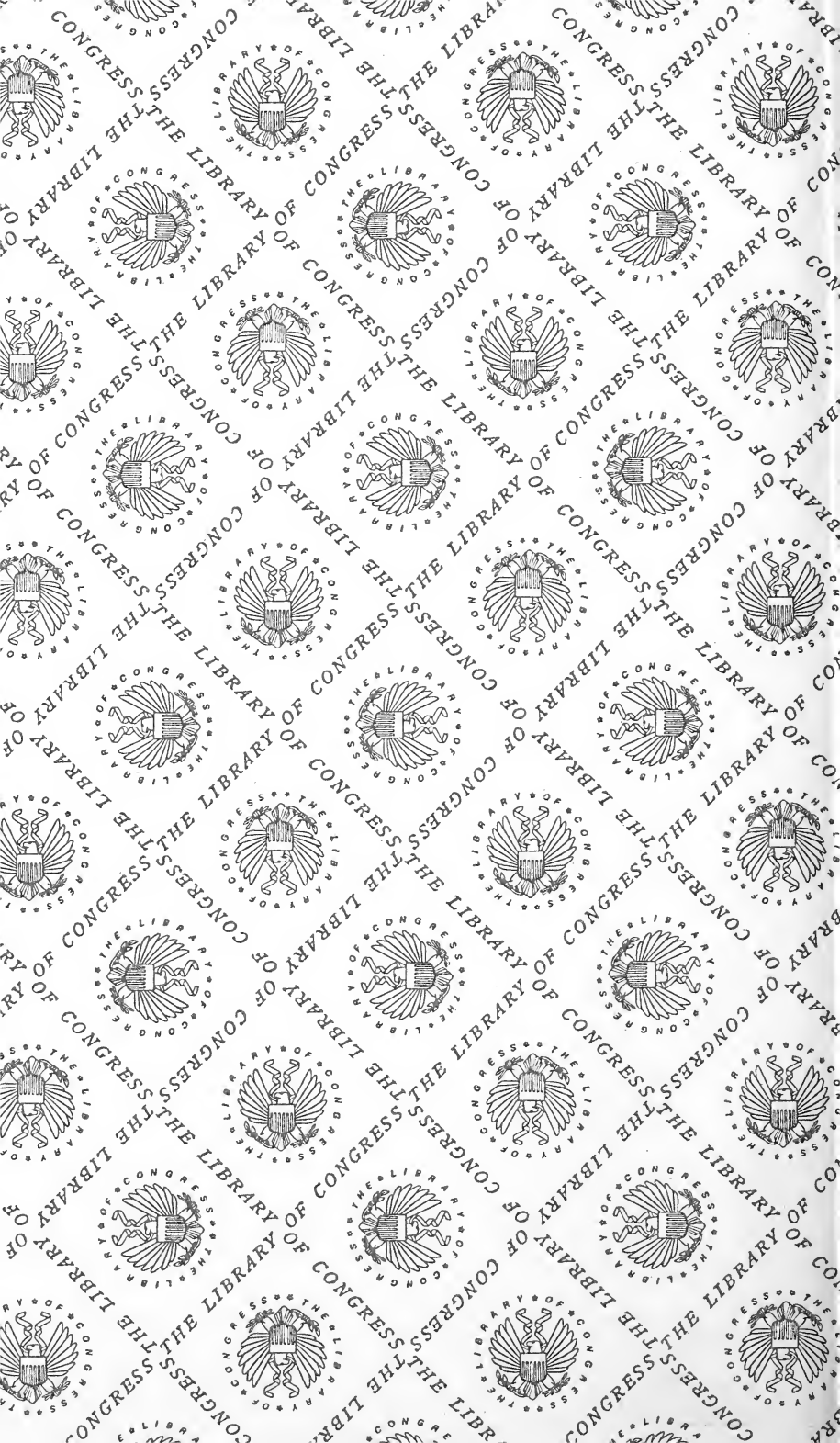
Military Announcements were then made by the Adjutant.

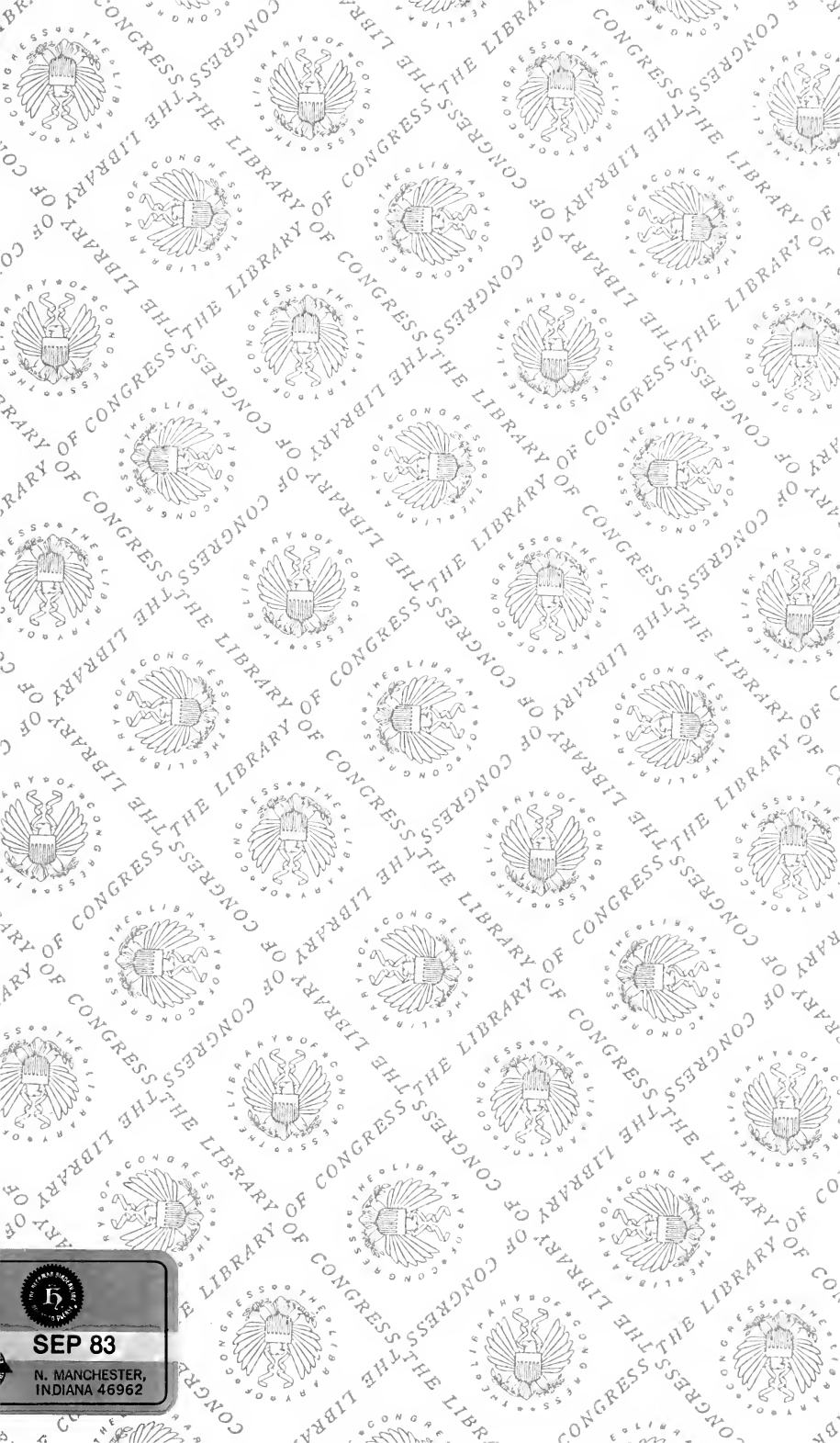
Singing Class Ode.

Benediction by Rev. J. Gardner Murray, D. D., of Baltimore.

Following the Commencement Exercises a beautiful and delightful luncheon was served at the house of the President, Dr. Thomas Fell. Mrs. Fell received the guests, assisted by Mrs. John Wirt Randall, the wife of the President of the Board of Visitors, and all the visiting delegates, the Board of Visitors, with their wives, and the graduating class, together with a number of the Alumni attended.

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